Speed Up GRAMMAR 1

Ahmet YALÇIN
İsmail TAVACI


Sürat English Language Teaching

Speed Up GRAMMAR

1

Ahmet YALÇIN
İsmail TAVACI

 Sürat English Language Teaching

CONTENTS

unit 1 Letters

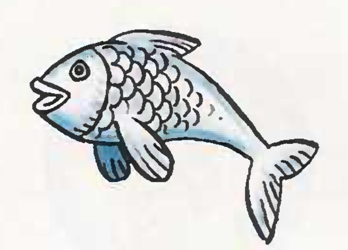
The English Alphabet

A	B	C	D	E	F	G	H	I	J	K	L	M
a	b	c	d	e	f	g	h	i	j	k	l	m
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
n	o	p	q	r	s	t	u	v	w	x	y	z

Exercise 1: Write the correct word for each picture.



Umbrella ....



F ....



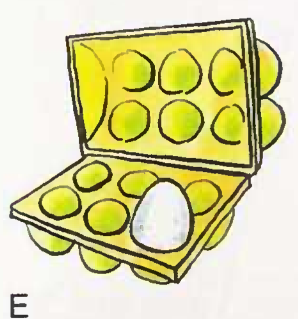
J ....



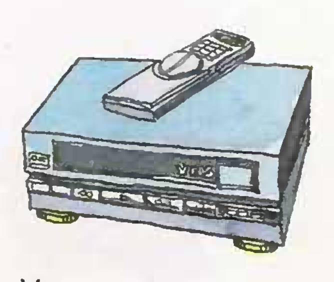
B ....



D ....



E ....



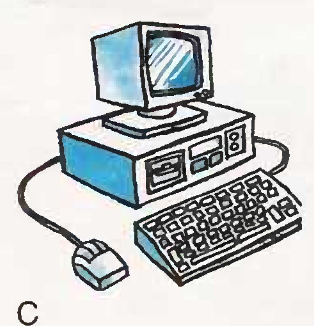
V ....



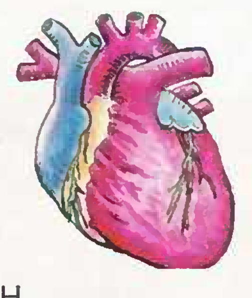
K ....



Y ....



C ....



H ....



Q ....



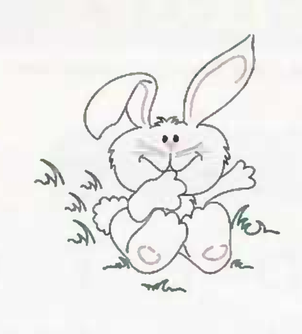
Letters



Z



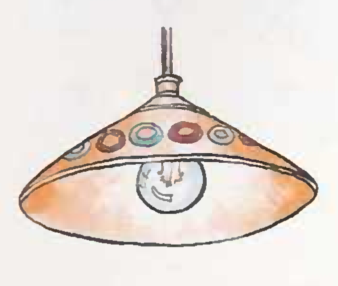
M



R



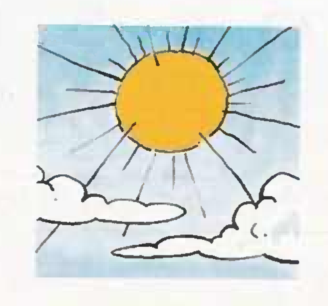
X



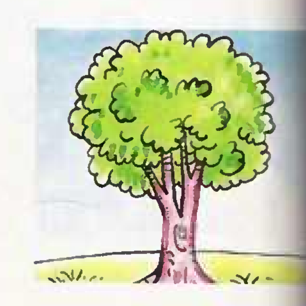
L



O

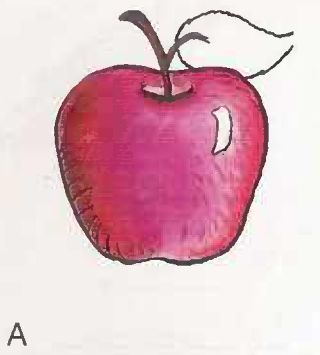


S



T





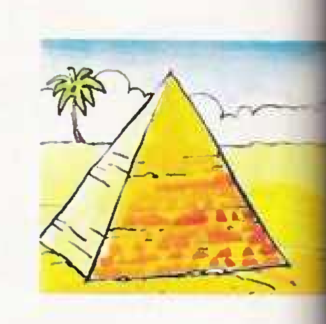
A



G



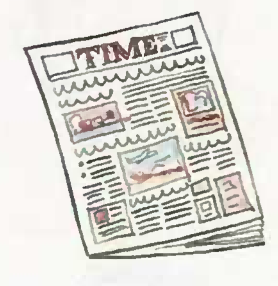
W



P



I



N

Word List

apple	bird	computer	dog	egg	fish	gun
heart	ice cream	judo	key	lamp	money	newspaper
orange	pyramid	queen	rabbit	sun	tree	umbrella
vase	world	x-ray	yellow	zebra		

Exercise 2:

Write the missing letters.

a, b, c, d, ... f, g, h, ..., ..., k, l, ..., ..., o, ..., q, ..., s, ..., u, v, ..., ..., ..., z.

Exercise 3:

Draw lines to find the words on the list.

B	O	T	B	O	A	E	T	C	O
A	N	R	O	T	T	L	U	O	T
N	A	N	A	N	E	E	N	M	P
A	L	L	T	U	W	S	P	S	U
I	C	P	A	P	S	A	T	E	T
K	E	C	B	D	O	L	W	R	J
R	C	R	Z	R	E	L	X	Y	U
E	I	U	M	B	I	E	R	A	S
A	W	N	E	W	S	P	J	L	E
M	N	A	N	V	P	A	P	E	R

Word list

- banana
- umbrella
- ice cream
- newspaper
- computer
- bottle
- eraser

Exercise 4:

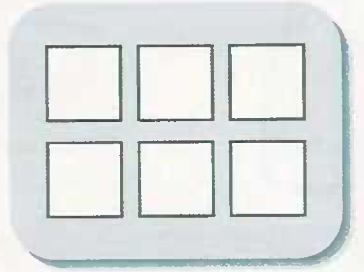
Work in pairs. Make dialogues as in the example.

Example :

Student A: What is your name?
Student B: My name is Hasan.
Student A: Spell it, please.
Student B: H - A - S - A - N



Fill in the boxes with different letters. Listen to your teacher.



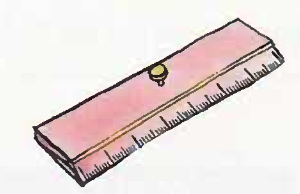


2 a - an

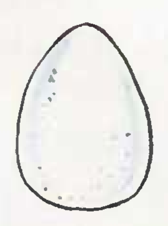
Use a before a noun beginning with a consonant (b, c, d, f, g, ...) and
Use an before a noun beginning with a vowel (a, e, i, o, u)



a cat



a ruler



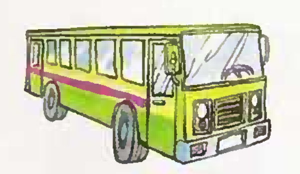
an egg



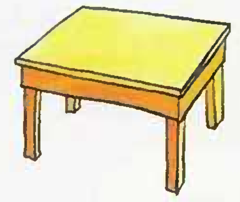
an apple



Fill in the blanks. Use **a** or **an.**



1. ...a... bus



12. .... table



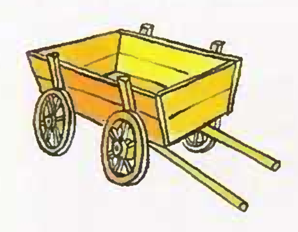
3. .... bird



4. .... orange



5. .... key



6. .... cart



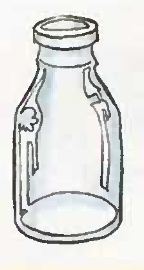
7. .... ice cream cone



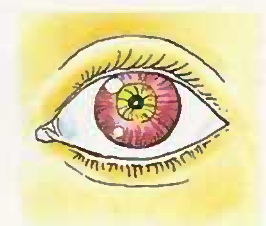
8. .... dog



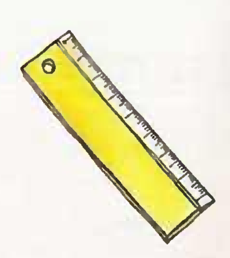
9. .... umbrella



10. .... bottle



11. .... eye



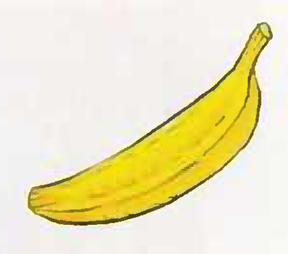
2. .... ruler

Exercise 2

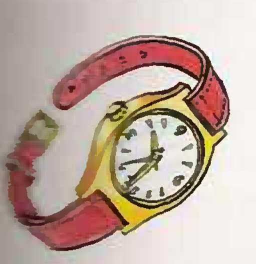
Match the following words with the pictures. Use **a** or **an** before each word.

truck	computer	tree	horse	cat	artist
umbrella	banana	watch	onion	ear	desk

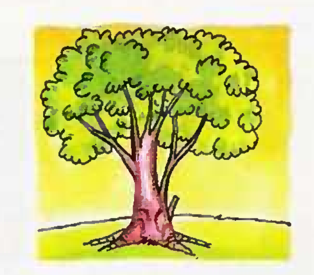


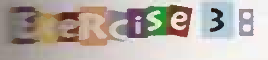


1. a cat ....
2. an umbrella ....
3. ....
6. ....



4. ....
5. ....
7. ....
8. ....

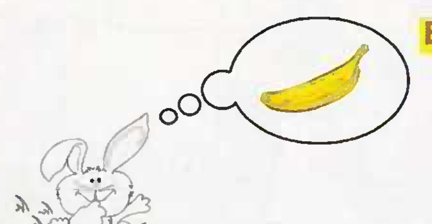





9. ....
10. ....
11. ....
12. ....

Exercise 3

Choose one of the pictures above. Ask your partner to guess what it is.

Example:

Student A: What is it?
Student B: A tree?
Student A: No.
Student B: A computer?
Student A: No.
Student B: A banana?
Student A: Yes, that's right.



Unit 3 Commands



Use a verb to give positive commands.



Sit down.

Close the window!

Exercise 1:



Write the following commands in the bubbles.

Turn off the light.	Drink the milk.	Clean the blackboard.
Come here, please.	Open the window, please.	Answer the telephone, please.















Use don't + verb to give negative commands.
Don't is the short form of do not.







Exercise 2:



Write the following commands in the bubbles.

Don't run in the classroom.	Don't touch the wire.	Don't throw stones.
Don't jump on the bed.	Don't turn off the light.	Don't walk on the grass.











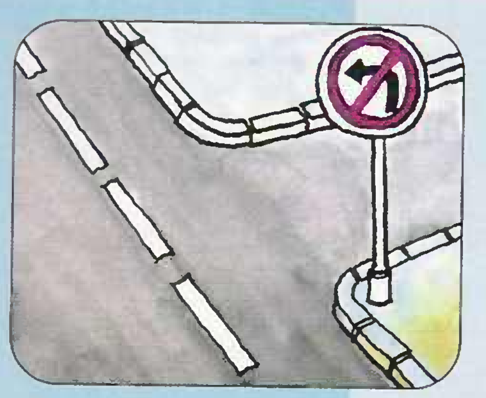


Exercise 3 :

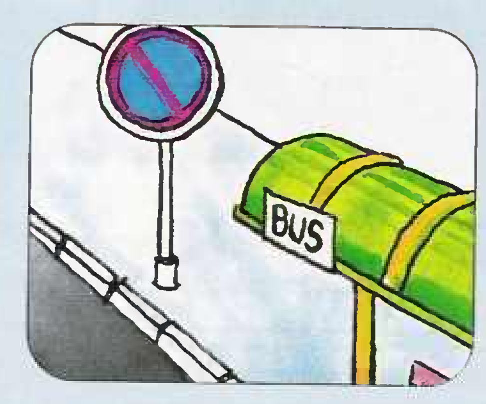


Write the following commands below the pictures.

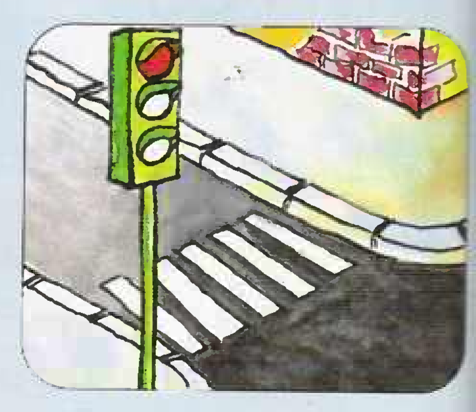
Don't enter.	Turn right.	Don't park here.	Don't turn right.	Stop.
Don't turn left.	Be quiet.	Don't smoke.	Don't take photographs.	



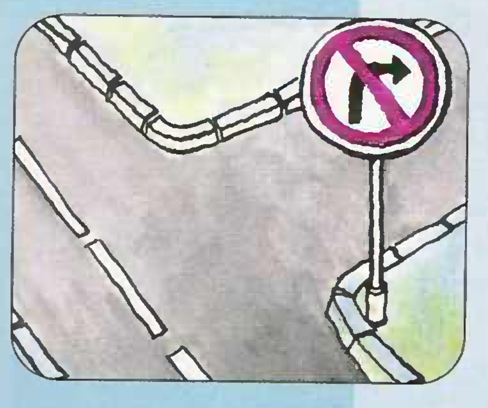
1. Don't turn left.



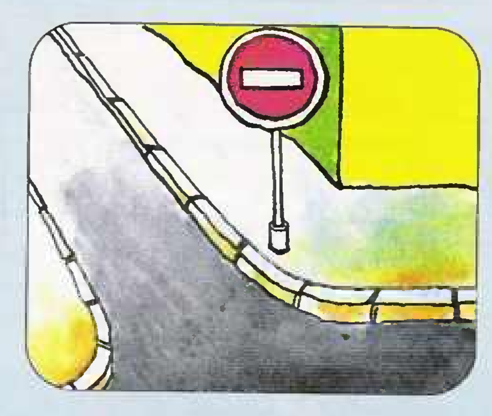
2. ....



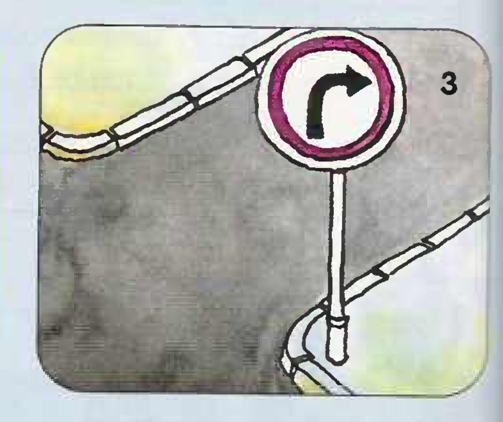
3. ....



4. ....



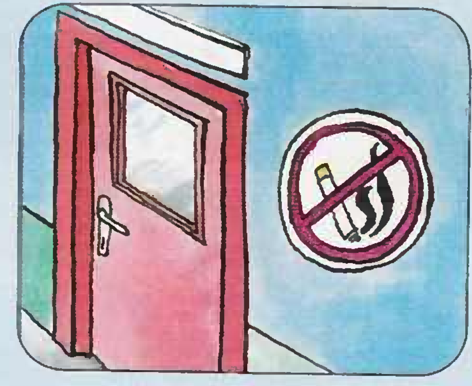
5. ....



6. ....



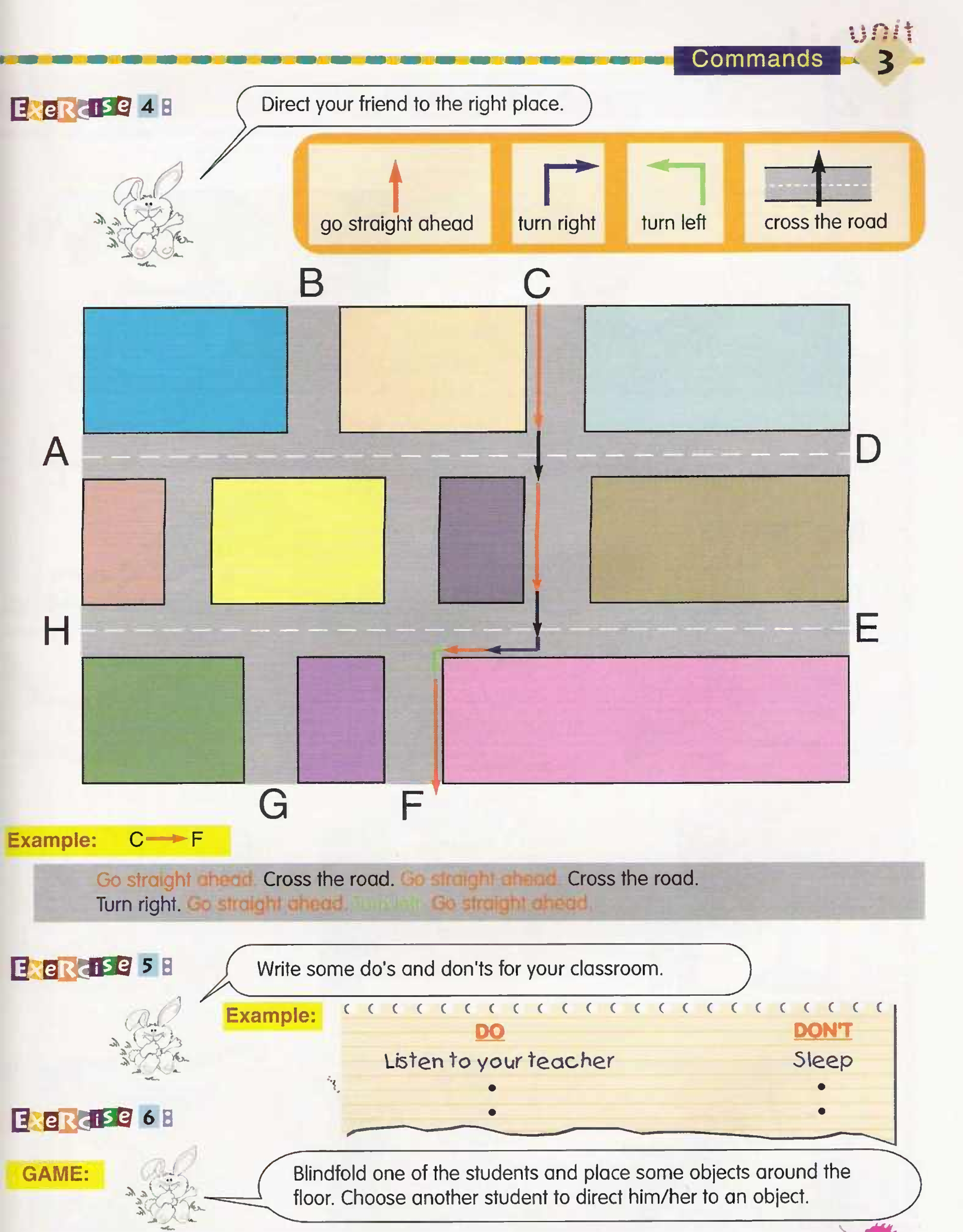
7. ....



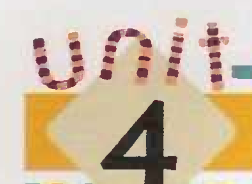
8. ....



9. ....



unit 3
Commands
Exercise 4:
Direct your friend to the right place.
go straight ahead
turn right
turn left
cross the road
B
C
A
D
H
E
G
F
Example: C → F
Go straight ahead. Cross the road. Go straight ahead. Cross the road.
Turn right. Go straight ahead. Turn left. Go straight ahead.
Exercise 5:
Write some do's and don'ts for your classroom.
Example:
DO
DON'T
Listen to your teacher
Sleep
Exercise 6:
GAME:
Blindfold one of the students and place some objects around the floor. Choose another student to direct him/her to an object.



unit 4 This - that





A Use this for near objects.

B Use that for distant objects.

Exercise 1:

Fill in the blanks with this or that.





















Exercise 2 :

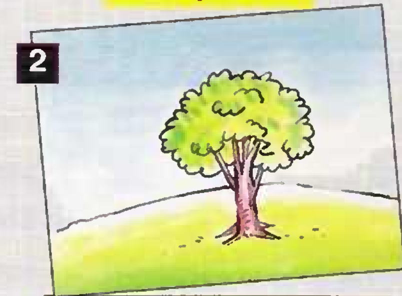
Write a dialogue under each picture.

Example 1 :

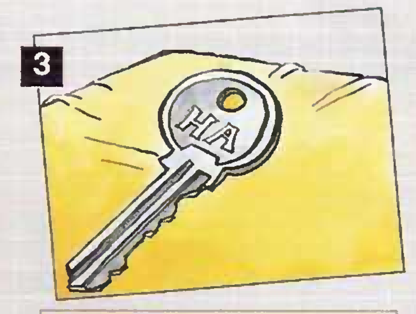
Example 2 :



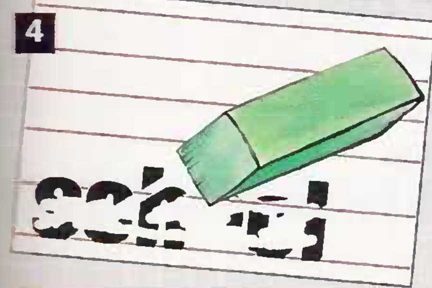
A : Is this a cat?
B : Yes, it is.



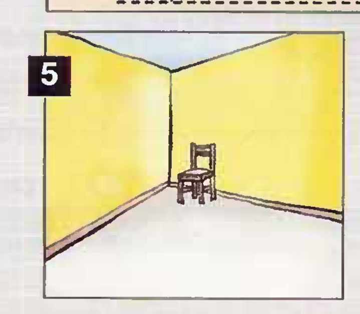
A : Is that a car?
B : No, it isn't.



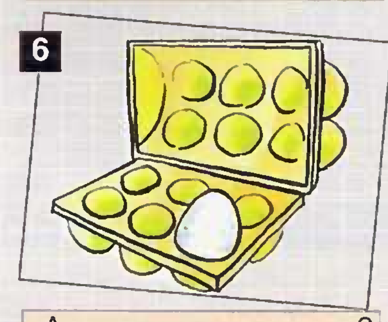
A : ____________?
B: ____________



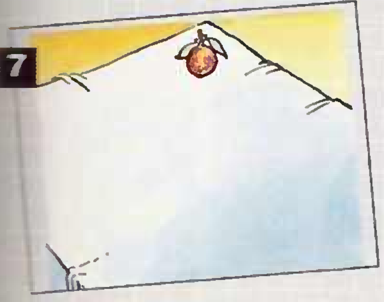
A : ____________?
B: ____________



A : ____________?
B: ____________



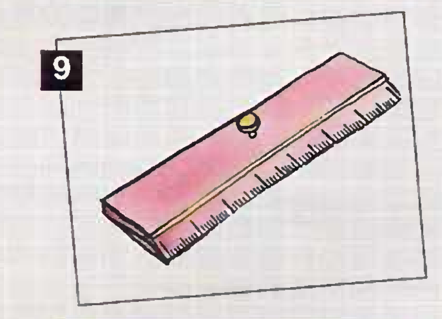
A : ____________?
B: ____________



A : ____________?
B: ____________



A : ____________?
B: ____________



A : ____________?
B: ____________

Exercise 3 :

Work in pairs. Make dialogues.

Example 1 :

A: Is this a bird?
B: Yes, it is.



Example 2:

A: Is that a dog?
B: No. It's not.

A: What is that?
B: That's a rabbit.



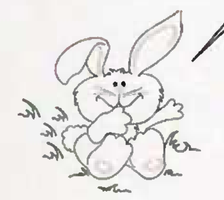
Unit 5 Numbers



The numbers from 0 to 20.

0	zero	11	eleven
1	one	12	twelve
2	two	13	thirteen
3	three	14	fourteen
4	four	15	fifteen
5	five	16	sixteen
6	six	17	seventeen
7	seven	18	eighteen
8	eight	19	nineteen
9	nine	20	twenty
10	ten		

Exercise 1: Write the following numbers in words.



5: five .... 14: ....

15: .... 13: ....

11: .... 19: ....

Exercise 2: Write the answers in words.



1. six + five = eleven.........
2. three + nine = ...
3. eleven + four = ...
4. nine - three = ...
5. thirteen - eight = ...
6. five x three = ...
7. four x three = ...
8. five x two = ...
9. nine ÷ three = ...
10. twenty ÷ five = ...
11. eighteen - nine = ...
12. eight ÷ four = ...

Exercise 3: Work in pairs. Find out your partner's telephone number.



Example: Ali ☎ : 124 77 05

Ahmet : What is your telephone number, Ali?

Ali : It is one, two, four, double seven, zero, five



Add -s, -es or -ies to make a regular noun plural.

1 Add -s
To most nouns

Singular	Plural
book	books
dolphin	dolphins
bottle	bottles

2 Add -es
After -s, -ch, -sh, -x

Singular	Plural
bus	buses
dish	dishes
box	boxes

3 Add -s or -es
After -o

Singular	Plural
tomato	tomatoes
potato	potatoes
piano	pianos

4 Add -ies
After a consonant +y, drop -y and add -ies

Singular	Plural
city	cities
dictionary	dictionaries
baby	babies

Add -s
After a vowel +y, add -s

Singular	Plural
day	days
key	keys
boy	boys

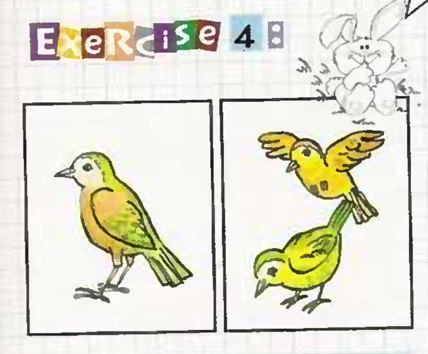


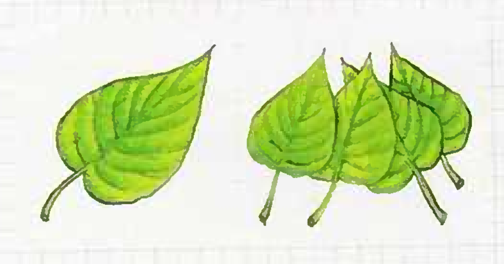
5 Add -es
After -f or -fe, change -f or -fe to -v and add -es

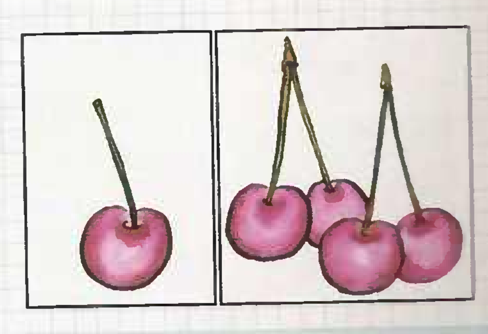
Singular	Plural
knife	knives
leaf	leaves
wife	wives

Exercise 4 B

Write the number and plural noun form of the items in the pictures.

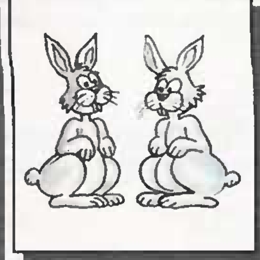


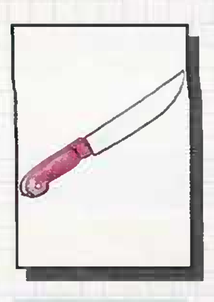


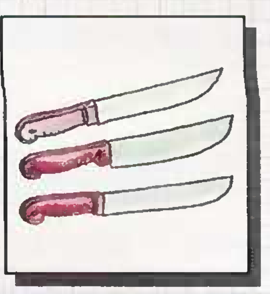


1. one bird two birds
2. one leaf ....
3. one cherry ....


one rabbit


....


one knife

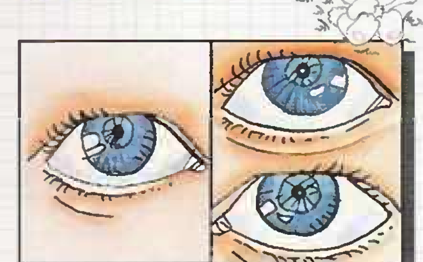

....

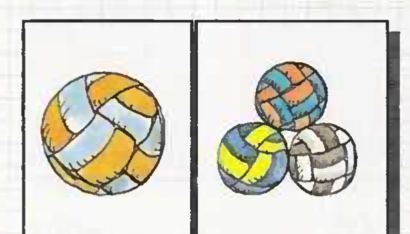

one doll

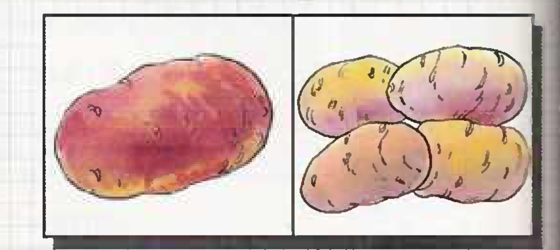

....

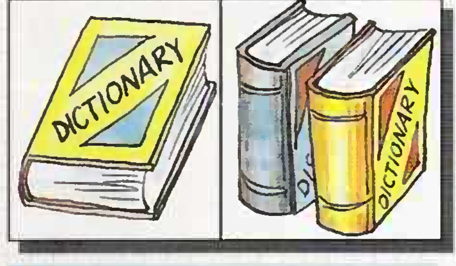

Exercise 5:

Write the singular noun form of the items in the pictures.

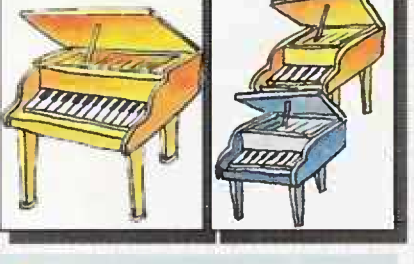

1. one eye two eyes

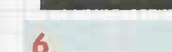

2. .... three balls

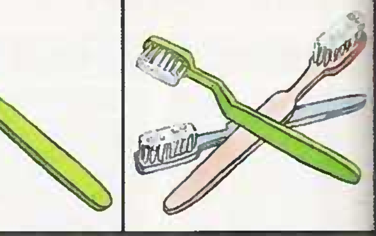

3. .... four potatoes




4. .... two dictionaries




5. .... two pianos


6. .... three toothbrushes


Exercise 6:

Ask your friend to guess the number of items. Use the items below.

egg potato knife ball watch

Student A: I have eggs in my basket.
Student B: 5 eggs?
Student A: No, more.
Student B: 15 eggs?
Student A: No, less.
Student B: 14 eggs?
Student A: Yes, that's right.



These - those & irregular plurals





A Use these for near objects.
These is the plural form of this.

B Use those for distant objects.
Those is the plural form of that.







Exercise 1B Fill in the blanks with **these** or **those**.

1. These are keys.
2. ....are books.
3. ....are tomatoes.
4. ....are knives.
5. ....are dogs.
6. ....are toothbrushes.

Exercise 2:

Work in pairs. Ask and answer questions about the pictures.

Example :

1 dogs?

A: Are these dogs?
B: Yes, they are.

2 birds?

A: Are those birds?
B: No, they aren't.

3 knives?

A: ....?
B: ....

4 oranges?

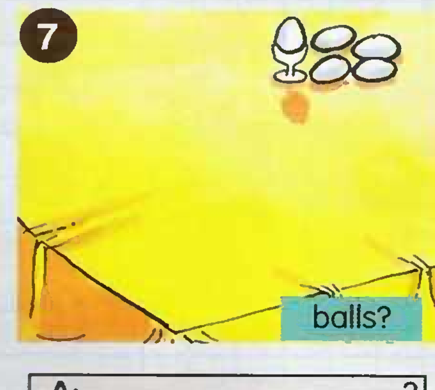
A: ....?
B: ....

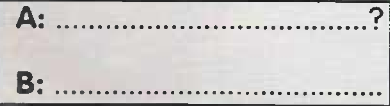
5 bottles?

A: ....?
B: ....

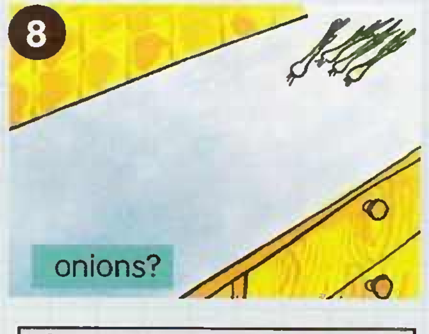
6 watches?

A: ....?
B: ....

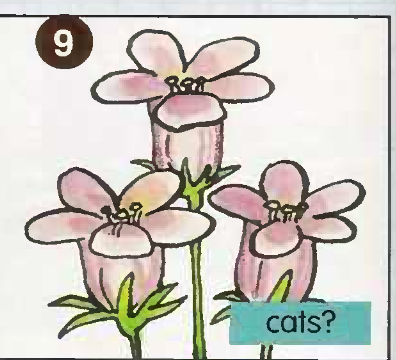




A: ....?
B: ....



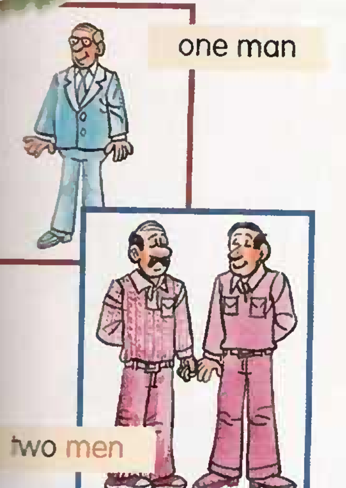
A: ....?
B: ....



A: ....?
B: ....

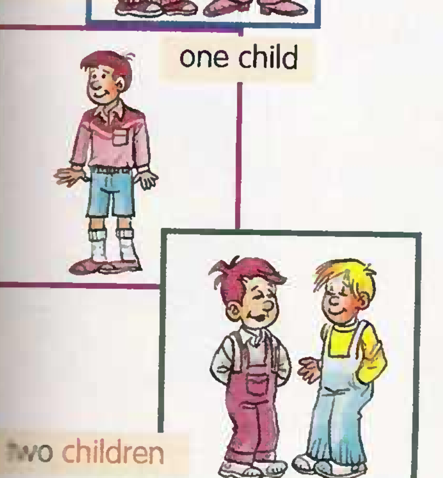


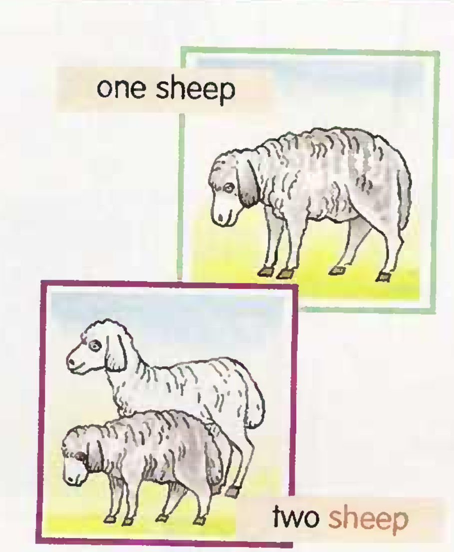
C The plural form of some nouns are irregular.



IRREGULAR NOUNS			
Singular	Plural	Singular	Plural
man	men	foot	feet
woman	women	tooth	teeth
sheep	sheep	fish	fish
child	children	person	people

two men

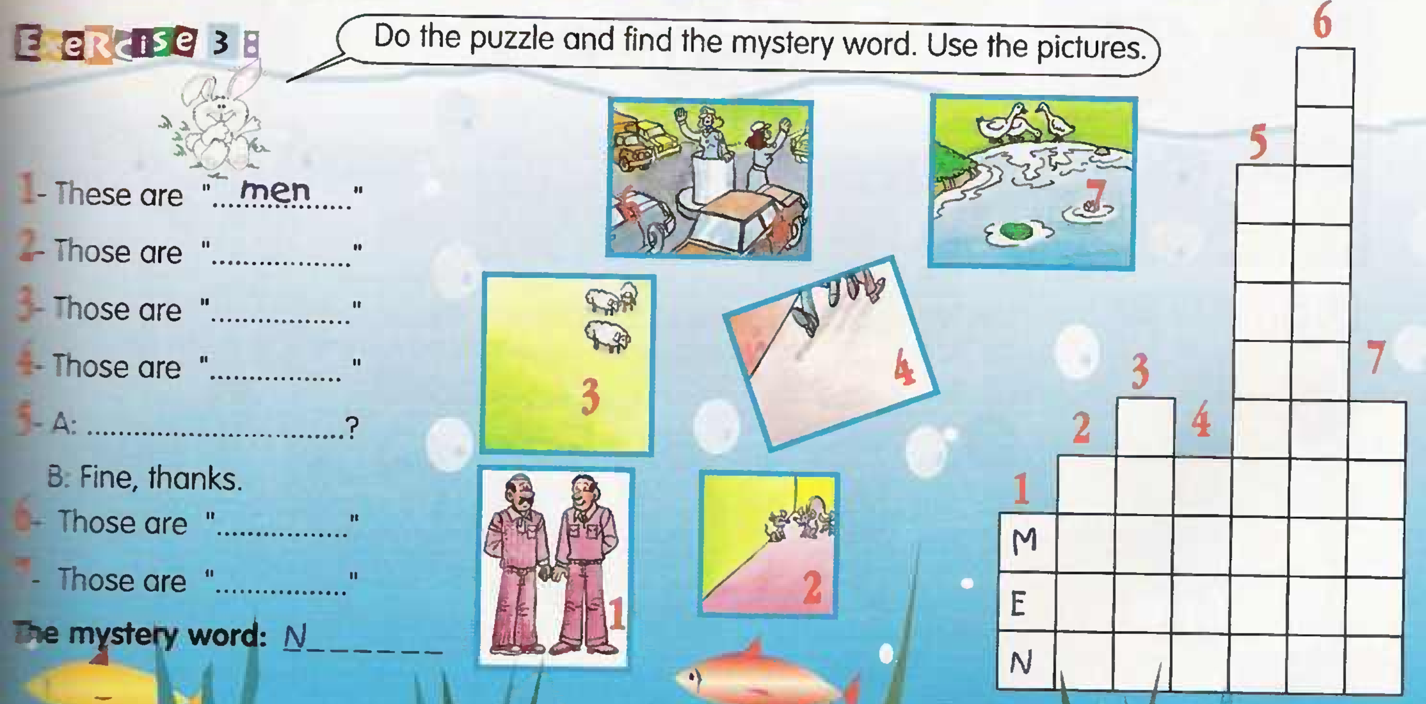






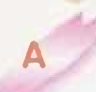
Exercise 3 B

Do the puzzle and find the mystery word. Use the pictures.



1- These are "...men..."
2- Those are "................"
3- Those are "................"
4- Those are "................"
5- A: ....?
B: Fine, thanks.
6- Those are "................"
7- Those are "................"

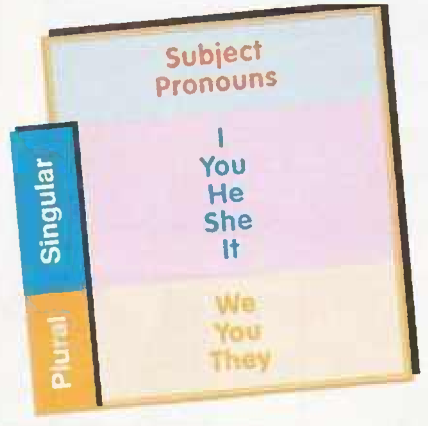
The mystery word: N______

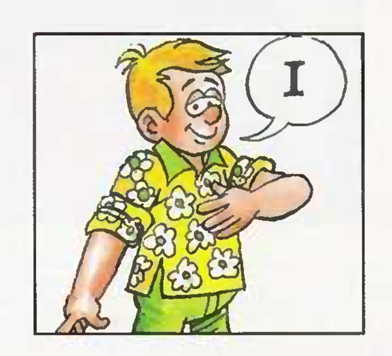


7 Subject pronouns & the verb "to be"

A

Use subject pronouns (I, you, we, ...) before verbs.



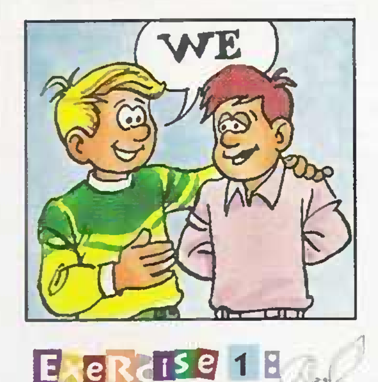
















Exercise 1: Complete the sentences. Use **I**, **you**, **he**, ...

1.

...He... is a boy.

2.

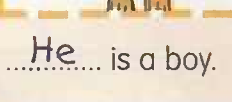
.... is a girl.

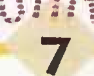
3.

.... is a bird.

4.

.... am a student.





5



.... are dogs.

6



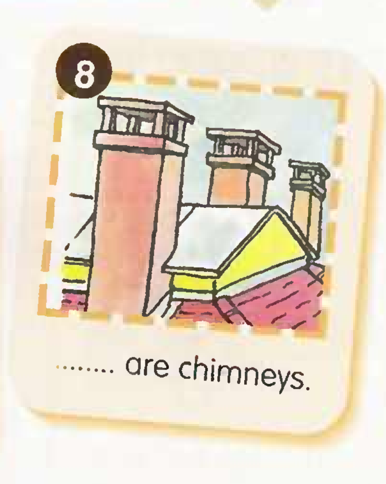
.... is a horse.

7



.... are friends.

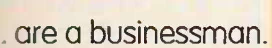
8



.... are chimneys.

9





.... are a businessman.

10



.... is a house.

11



.... am a teacher.

12



.... are brothers.

B Use be as a verb.

Affirmative			Negative			
I	am	a teacher.	I	am	**not**	a teacher.
You	are	a student.	You	are	**not**	a student.
He	is	a doctor.	He	is	**not**	a doctor.
She	is	a nurse.	She	is	**not**	a nurse.
It	is	a museum.	It	is	**not**	a museum.
We	are	classmates.	We	are	**not**	classmates.
You	are	children.	You	are	**not**	children.
They	are	football players.	They	are	**not**	football players.

NOTE: Isn't is the short form of **is not. Aren't** is the short form of **are not.**

Exercise 2: Write the following sentences again. Use **pronouns** and **short forms**.



My name is Batır Orazov. ...I'm... a student in Khoresm Boys' High School. .... have a brother called Mensur. .... an engineer and .... has two sons. His wife's name is Dilara. .... a teacher.

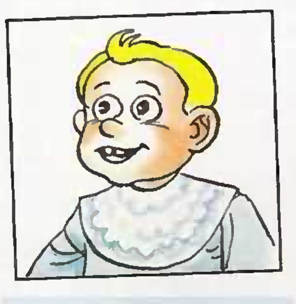
C The question form of to be

Question			Short answer		Long answer	
Am	I	a teacher?	Yes, you are.	No, you are not.	Yes, you are a teacher.	No, you are not a teacher.
Are	you	a student?	Yes, I am.	No, I am not.	Yes, I am a student.	No, I am not a student.
Is	he	a doctor?	Yes, he is.	No, he is not.	Yes, he is a doctor.	No, he is not a doctor.
Is	she	a nurse?	Yes, she is.	No, she is not.	Yes, she is a nurse.	No, she is not a nurse.
Is	it	a museum?	Yes, it is.	No, it is not.	Yes, it is a museum.	No, it is not a museum.
Are	we	classmates?	Yes, you are.	No, you are not.	Yes, you are classmates.	No, you are not classmates.
Are	you	mechanics?	Yes, we are.	No, we are not.	Yes, we are mechanics.	No, we are not mechanics.
Are	they	dentists?	Yes, they are.	No, they are not.	Yes, they are dentists.	No, they are not dentists.

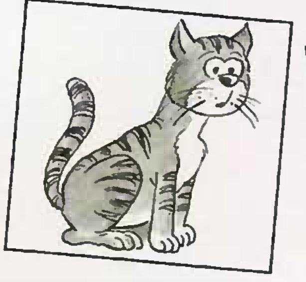
Exercise 3: Ask and answer questions about the pictures.



A: Are these trees?
B: No, they're not.
A: What are they?
B: They are leaves.



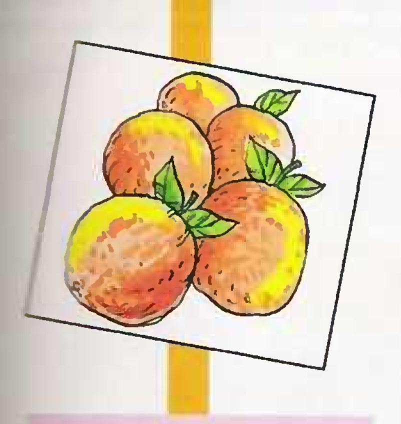
A: Is he a man?
B: ....
A: ....
B: ....



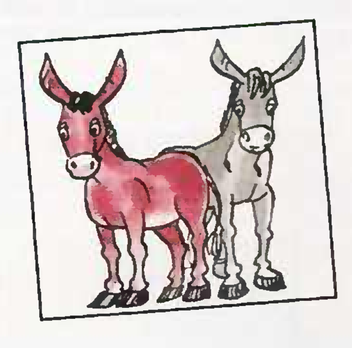
A: Is it a horse?
B: ....
A: ....
B: ....



A: Is he a pilot?
B: ....
A: ....
B: ....



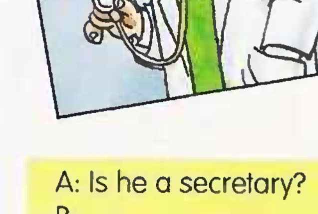
A: Are these bananas?
B: ....
A: ....
B: ....



A: Are these ducks?
B: ....
A: ....
B: ....

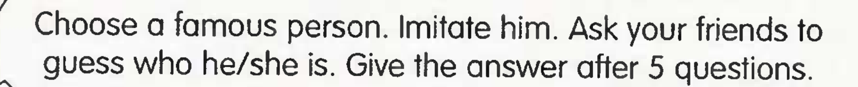


A: Are these shoes?
B: ....
A: ....
B: ....



A: Is he a secretary?
B: ....
A: ....
B: ....

Exercise 4 :



Choose a famous person. Imitate him. Ask your friends to guess who he/she is. Give the answer after 5 questions.

Example :

A: Who am I?
B: Are you ....?
A: No, I am not.
B: Are you ....?
A: Yes, I am. (I am ....)

Exercise 5 :



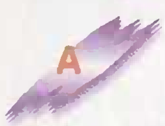
Act out a profession in the classroom. Then ask your friends to guess what it is. See the example below.

Example :

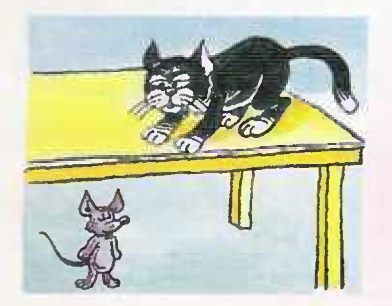
A: Are you a mailman?
B: No, I am not.
A: Are you a driver?
B: Yes, I am (I am a driver.)



Unit 8 Prepositions of place



A Use prepositions (on, under, near, behind...) before nouns.



The cat is on the table.
The mouse is under the table.



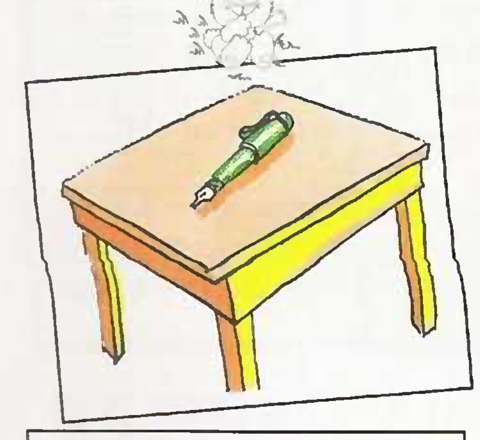
The mouse is near the cheese.



The cat is behind the mouse.



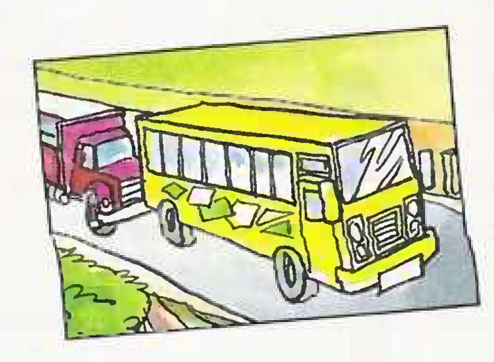
Exercise 1 Fill in the blanks with the correct prepositions.



The pen is ...on.... the table.



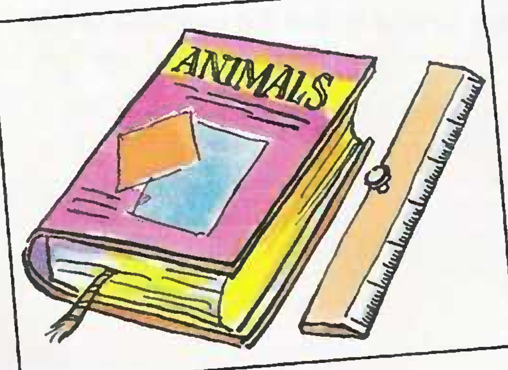
The books are...........the table.



The truck is ....the bus.



The cat is .... the table.



The ruler is .... the book.



The girl is .... the tree.



Use prepositions (in, in front of, between) before nouns.



The mouse is between the cats.



The mouse is in front of the hole.



The mouse is in the hole.

Exercise 2 : Fill in the blanks with the correct prepositions.



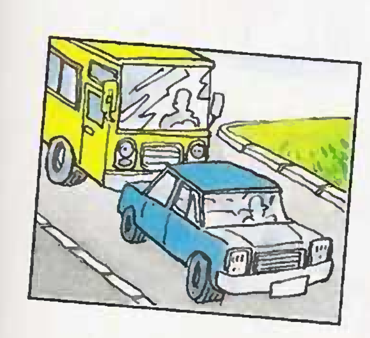
The bus is ..in front of... the truck.



The books are .... the box.



The bear is .... the trees.



The car is .... the bus.



The cat is .... the dog.

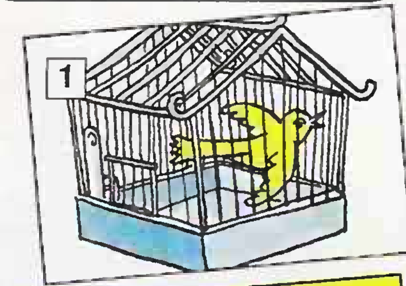


The mouse is .... the cats.

Exercise 3:

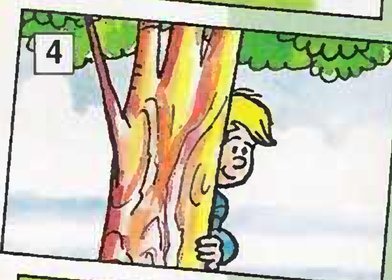
Look at the pictures and answer the questions.

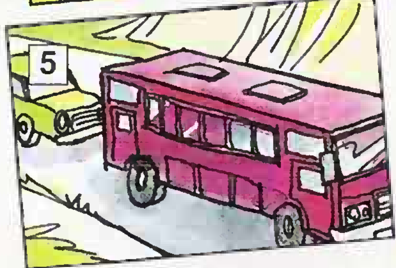
1. Is the bird in the cage?
   Yes, it is.
   ....
2. Where is the ball?
   ....
3. Where is the pencil?
   ....
4. Is the boy in front of the tree?
   ....
5. Where is the car?
   ....
6. Is the chair near the door?
   ....



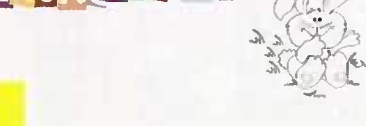












Exercise 4:

Fill in the blanks with the correct prepositions.

A: Where is the cat ..in.. picture 1?
B: It's .... the table.
A: Is the fish. .... the table? (pic.2)
B: Yes, it is.
A: Where is the cat now? (pic.3)
B: It's ....the chair .... the table.
A: Is the cat ....the table now? (pic.4)
B: No, it isn't.
A: Where is it?
B: It's .... the fish.
A: Where is the fish now? (pic.5)
B: It isn't .... the picture .







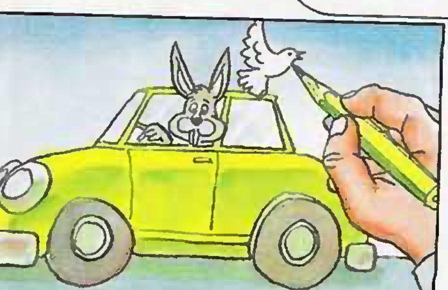
Exercise 5: Look at the picture above and fill in the blanks.

1. The bag is ....under.......... the chair.
2. The pencils are .... the table.
3. The flowers are .... the vase.
4. The bottle is .... the vase.
5. The books are .... the bookcase.
6. The ruler is .... the table.
7. The vase is .... the bottle.
8. The dictionary is .... the table.

Exercise 6: Look at the picture above and answer the questions.

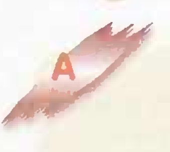
1. Where is the dictionary? : The dictionary is on the table.
2. Where is the bag? : ....
3. Where is the newspaper? : ....
4. Is the clock under the table? : ....
5. Is the ruler on the table? : ....
6. Where is the guitar? : ....
7. Where is the bottle? : ....
8. *Is the vase in front of the bottle?:* ....

Exercise 7: Draw a picture using the items below. Then ask your friend to draw your picture. Give him commands as in the example.



a cat a driver a car a bird a rabbit a bicycle a child a girl

Student A: Put the rabbit in the car.
Put the bird on the car.
.
.
.



unit 9 There is - there are

A

Use there is and there are to express the existence of something.
Use there is with singular nouns.
Use there are with plural nouns.

Look at the picture.



There is a book on the table.

There are two pencils on the book.

Exercise 1 :

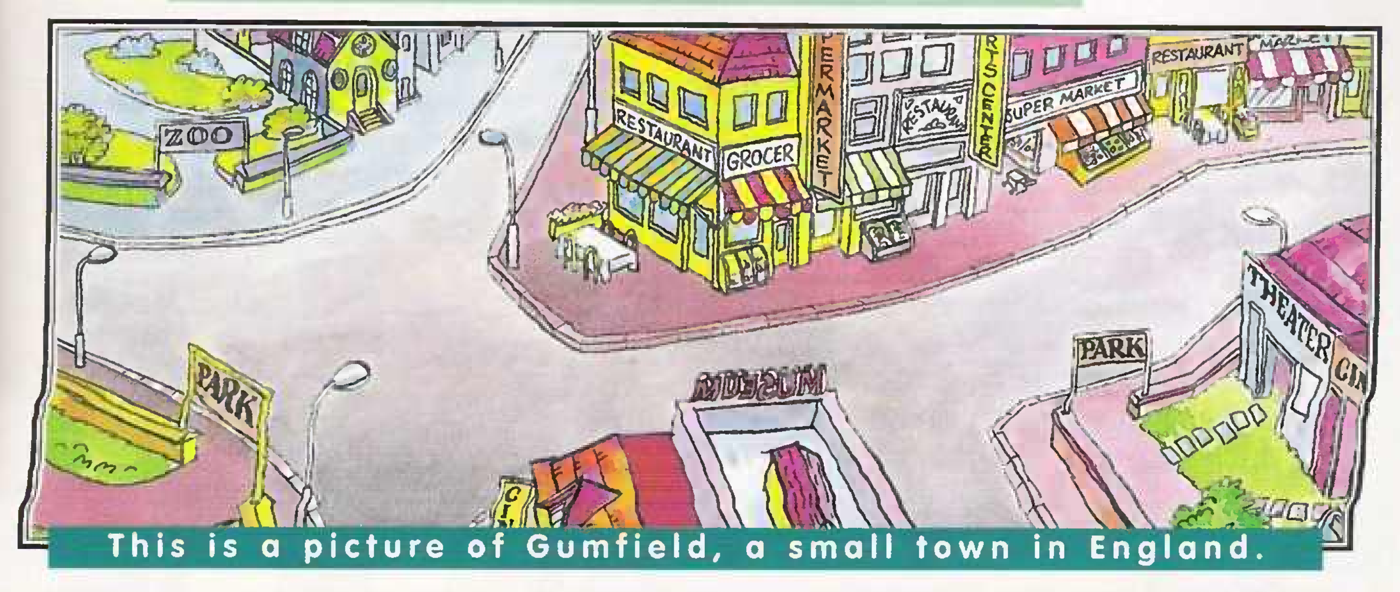


1. There are three girls in the classroom (girls).
2. .... in the classroom (teacher).
3. .... on the wall (picture).
4. .... near the blackboard (window).
5. .... in the classroom (boys).
6. .... on the wall (map).
7. .... in the classroom (desks).
8. .... on the table (ruler).





Question	Short Answer	
Is there a book ?	Yes, there is.	No, there isn't
Are there two cats?	Yes, there are	No, there aren't.



This is a picture of Gumfield, a small town in England.

Exercise 2

Look at the picture and make sentences using **there is** or **there are**.

1. (zoo) There is a zoo.
2. (cinema) ....
3. (park) ....
4. (museum) ....
6. (restaurant) ....
7. (library) ....
8. (theater) ....
9. (sports center) ....

Exercise 3

Look at the picture of Gumfield again and answer the questions. Give short answers.

1. Is there a mosque in Gumfield?
   There isn't a mosque in Gumfield.
2. Are there two cinemas in Gumfield?
   ....
3 Is there a museum in Gumfield?
   ....
4. Are there three supermarkets in Gumfield?
   ....
5. Is there a zoo in Gumfield?
   ....
6. Are there two parks in Gumfield?
   ....
7. Is there a sports center in Gumfield?
   ....
8. Are there three theaters in Gumfield?
   ....

Shopping List

- ✓ four eggs
- ✓ two lemons
- ✓ a loaf of bread
- ✓ a bar of chocolate
- ✓ three melons
- ✓ a kilo of sugar
- ✓ a bottle of milk

Exercise 4 :



Look at the shopping list and complete the following sentences using **there is** or **there are.**

1- There is .... a kilo of sugar.
2- .... three melons.
3- .... a loaf of bread.
4- .... four eggs.
5- .... two lemons.
6- .... a bar of chocolate.
7- .... a bottle of milk.



Exercise 5 :



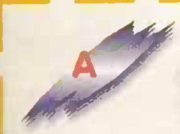
Work in pairs. Draw or write the things you want to put on your island. Ask and answer questions about what you and your friend have on your islands.

Example :

Student A: Is there a horse on your island?
Student B: No, there isn't.
Student A: Are there rabbits on your island?
Student B: Yes, there are.



unit 10 Possessive adjectives and possessive 's'



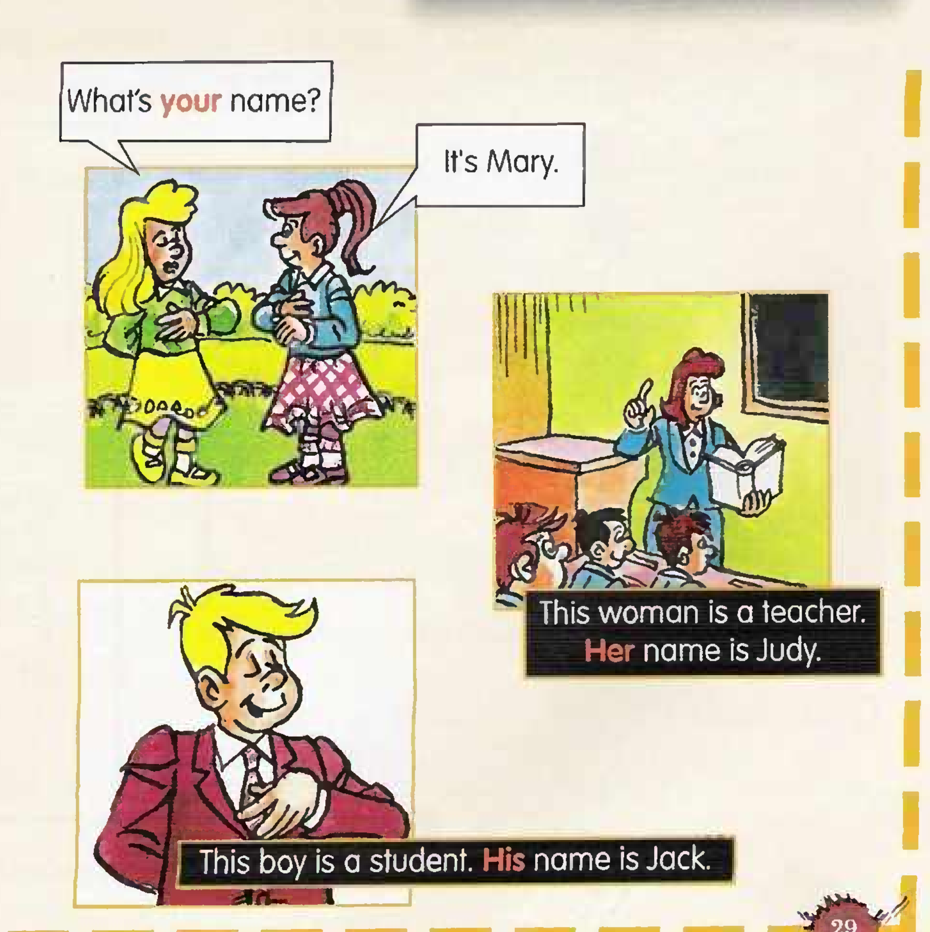
A Use possessive adjectives (my, your, ...) before nouns to express possession.





This is my rabbit. Its name is Togy.

Subject Pronouns	Possessive Adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their



This woman is a teacher. Her name is Judy.

This boy is a student. His name is Jack.





Unit 10 Possessive adjectives and possessive 's'

B

Use the possessive "'s" and " ' " to express possession.


This is a football player's shirt.




This is a dog's kennel.



These are a basketball player's shoes.



Use " 's " with singular nouns.



That is Jane's house.



That is Yakup's car.

Use " ' " with plural nouns.



These are students' books.

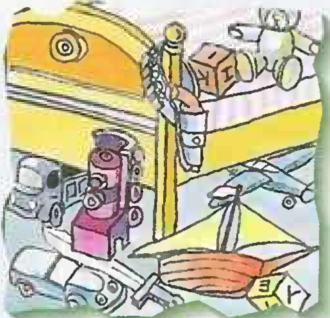


This is the players' locker room.

Use " 's " with irregular plurals.

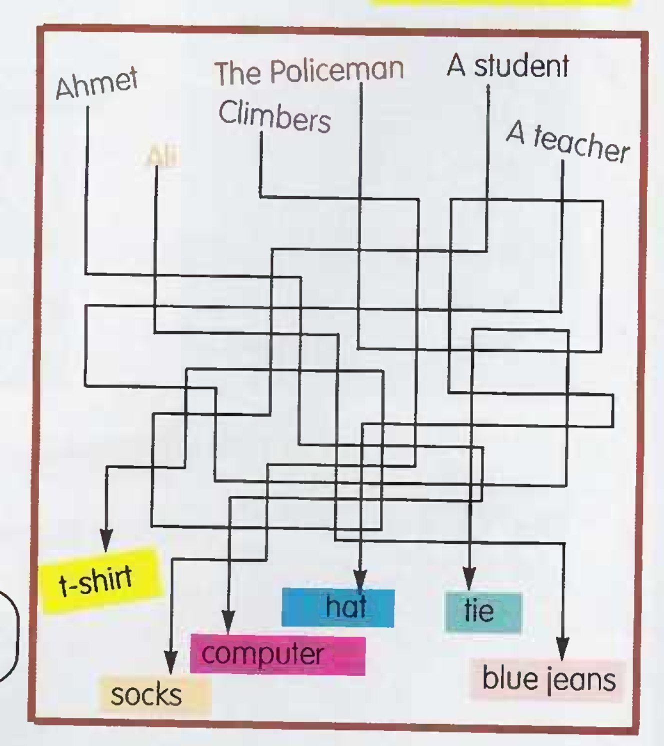


Those are women's shoes.



Those are children's toys.

Exercise 1: Ask about the people's possessions.



Example : A : Whose computer is this? B : This is Ahmet's computer.



Exercise 2: Fill in the blanks with the correct pronouns.



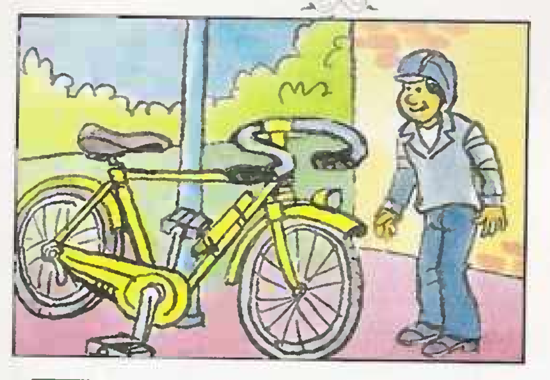
Dear New Pen Pals,

My name is Ganishir Sabirov. My friends call me Gani. I'm 15 and .... from Urgench in Uzbekistan.

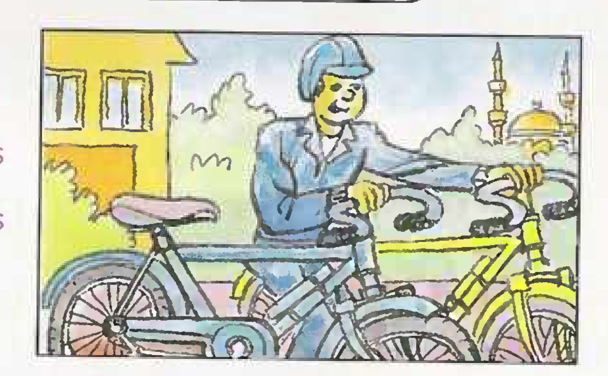
I have a large family. I have five older sisters and a brother. .... is 21 and .... name is Alishir. He has a daughter. .... name is Dilara. .... is very sweet. We have a talking parrot. .... is colorful. .... name is Michy and .... favorite food is chips. Do you have a pet? What's .... pet's name? What's .... favorite food? Write to me soon.

Best wishes,
Ganishir Sabirov

Exercise 3: Choose the right answer for the pictures below.



- the boy's bicycle
- the boy's bicycles
- the boys' bicycles
- the boys' bicycle



1 the boy's bicycle

2 ....



3 ....

4 ....

Exercise 4: Read the text and write the people's names in Sue's family tree.

What are Sue's grandparents' names?

married — 68 / housewife 66

married — an engineer 60 / a dentist 60

married — a doctor 30 / a teacher 36 / a housewife 35 / a typist 27

married — a journalist 30 / a policeman 30

Sue 12 / 9

Sue is a student in secondary school. She is 12 years old. Her brother's name is **Philip**. He is a student in primary school. Their father's name is **Oscar**. He is 36 years old. Sue's mother is a housewife. Her name is **Diana**. **Lucy** and **Susan** are Sue's aunts. Lucy is a typist. She is not married. Susan is 30 years old and married. Her husband's name is **John**. John is a policeman. **Roy** is Sue's uncle. He is 30 years old. His father's name is **Walter**. Walter is 68 years old. **Mary** is Walter's wife. She is retired. **Jane** is a dentist. She is Diana's mother. Her husband is an engineer. His name is **Peter**.



Adjectives & colors

A Use adjectives to describe nouns.



1 Before nouns:

a or an	adjective	noun
a	nice	shirt
an	important	exam
a	good	teacher
a	beautiful	house
an	open	door

Exercise 1 : Match the nouns and adjectives as in the example.



man cat car bag rich lazy FAST student lovely heavy

Example :

1. A fast car.

.

.



2 After be:

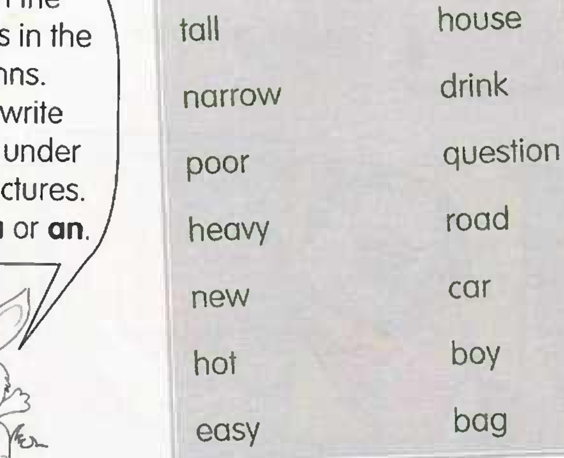
Subject	be	adjective
He	is	young
She	is	beautiful
It	is	dirty
They	are	cheap
I	am	fine

Exercise 2 : Complete the sentences using the adjectives.

dirty busy cold safe hot

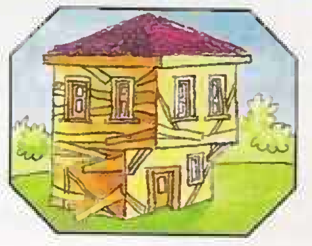
1. Don't touch the teapot. It is ....
2. Don't sit on that chair.It is not ....
3. Don't drink that water. It is ....
4. Don't disturb Ahmet. He is ....
5. Close the window. It is ....

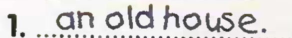
Exercise 3 :



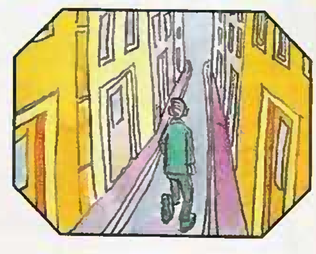
Match the words in the columns. Then write them under the pictures. Use **a** or **an**.

old	building
tall	house
narrow	drink
poor	question
heavy	road
new	car
hot	boy
easy	bag





1. an old house.



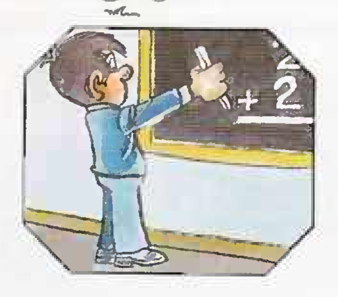
2. ....



3. ....



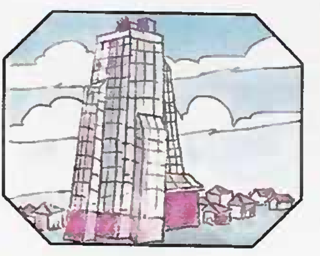
4. ....



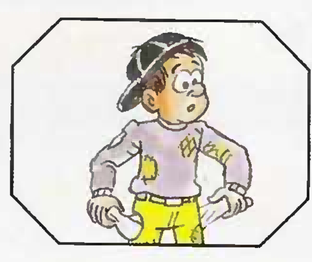
5. ....



6. ....



7. ....



8. ....

Exercise 4 :

Find 7 adjectives using the pictures. Then write sentences using the adjectives.



A	S	**O**	**P**	**E**	**N**	C	E
L	O	W	T	O	C	H	M
S	A	S	H	O	R	T	P
A	K	A	O	K	M	A	T
D	B	D	S	T	A	N	Y
A	N	G	R	Y	C	E	H
Y	K	E	C	V	O	U	S
E	D	Y	I	A	L	R	P
S	I	C	K	C	D	L	A









1 open
2 ....
3 ....
4 ....
5 ....
6 ....
7 ....



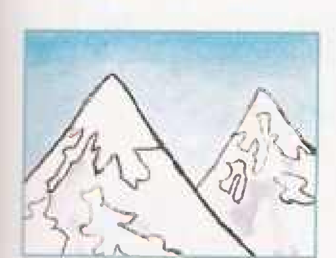
1 The door is open.
2 ....
3 ....
4 ....
5 ....
6 ....
7 ....

8 Colors

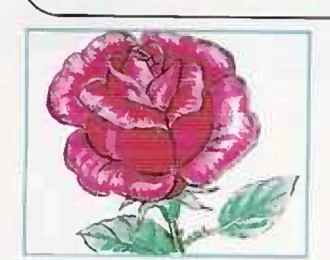
White
Black
Red
Yellow
Blue
Green
Gray
Pink
Brown
Purple



Describe the pictures below.



1 two white mountains



2 ....



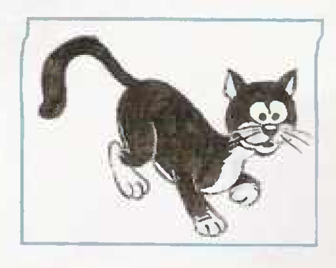
3 ....



4 ....



5 ....



6 ....

Exercise 6 :



Think of someone. Ask your partner to guess who it is. Use the adjectives below.

General Appearance	Hair	Eyes
tall	blonde	blue
short	brown	green
thin	black	brown
fat	short	black

Example :

Student A: Is it a girl or a boy?
Student B: It's a boy.
Student A: Is he tall?
Student B: Yes, he is.
Student A: Is he thin or fat?
Student B: He is thin.
Student A: Is his hair black?
Student B: Yes, it is.
Student A: Is it Tamer?
Student B: Yes, it is.

Exercise 7 :

Work in pairs. Ask and answer questions about the flags.

Example :

Student A : What color is Turkey's flag?

Student B : It's red and white.

Australia

France

Japan

Azerbaijan

England

Poland

Turkey

Kyrgyzstan

The USA

Uzbekistan



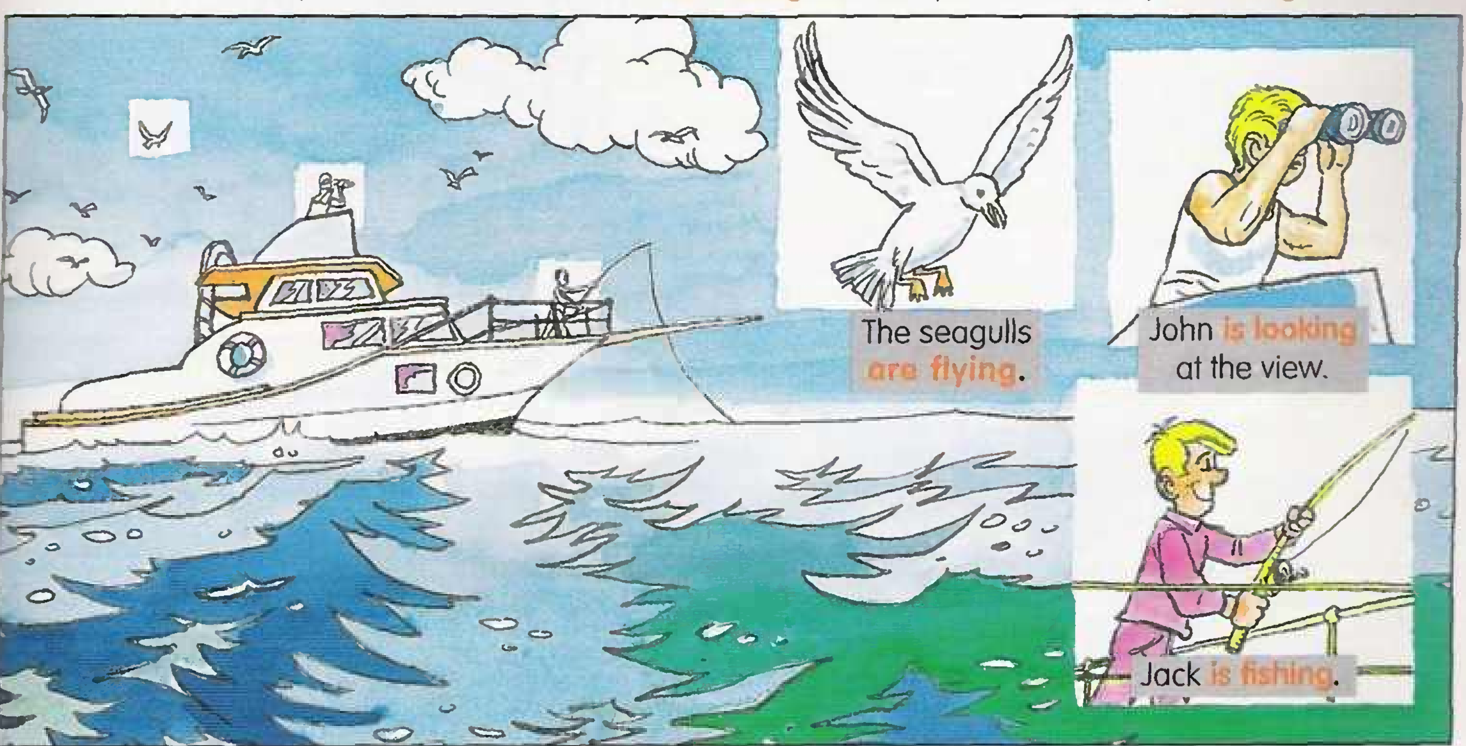
Unit 12 The present continuous tense



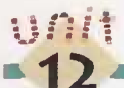
A

Use the present continuous tense for actions happening at the moment of speaking.

It's Sunday afternoon. John and Jack are taking a boat trip. See what they are doing!



Affirmative			Negative	Question
I	am	watching TV.	I am not watching TV.	Are you watching TV?
You	are	working.	You are not working.	Am I working?
He	is	running.	He is not running.	Is he running?
She	is	eating biscuits.	She is not eating biscuits.	Is she eating biscuits?
It	is	sleeping.	It is not sleeping.	Is it sleeping?
We	are	going to school.	We are not going to school.	Are you going to school?
You	are	walking.	You are not walking.	Are we walking?
They	are	drawing pictures.	They are not drawing pictures.	Are they drawing pictures?



B Spelling Rules.

1 After a vowel + a consonant double the consonant. (for one syllable verbs only)

cut	cutting
put	putting
get	getting
run	running

Exercise 1: Write the **-ing** form of the verbs.

1. sit - sitting
2. swim -
3. set -
4. let -
5. hit -

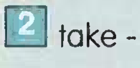
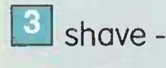
Note: Don't double w, x, y. e.g. fix - fixing lay - laying snow - snowing

2 After a consonant + -e, drop -e and add -ing

drive	driving
smile	smiling
write	writing

Exercise 2: Write the **-ing** form of the verbs.



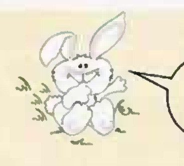
1. come - coming

2. take -

3. shave -
4. rise -
5. make -

3 Add -ing to the other verbs.

read	reading
go	going
dream	dreaming

Exercise 3: Write the **-ing** form of the verbs.

1. dig	digging	6. stop		11. say	
2. draw		7. wash		12. have	
3. cry		8. close		13. kiss	
4. play		9. look		14. hide	
5. do		10. knit		15. sleep	



Exercise 4: Look at the picture and fill in the blanks using the verbs below.

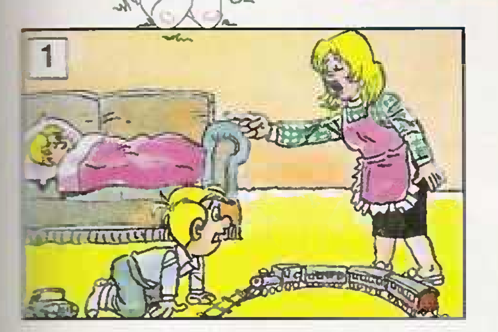
hold (2) hit spill do work lie run climb wear (2)



Two men are working in a room. One man .... a black suit and a hat. His name is Laurel. He .... a paintbrush. He .... the ladder. The other man ....work clothes. His name is Hardy. He .... two cans of paint. Hardy ....the paint because Laurel's paintbrush .... his chin. A mouse .... across the floor. Some books and papers ....on the floor. There is paint all over the place. The men .... (not) a very good job.

Exercise 5: Work in pairs. Ask and answer questions about the pictures.

wash his face	swim	talk on the phone
scold her son	read a book	make coffee



A: Is she washing the dishes?

B: No. She is scolding her son.



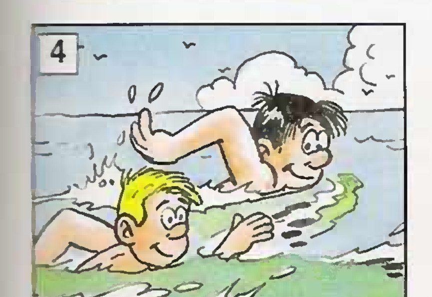
A: ....?

B: ....



A: ....?

B: ....



A: ....?

B: ....



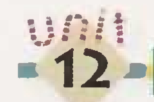
A: ....?

B: ....



A: ....?

B: ....



12 The present continuous tense

Exercise 6 : Find 7 differences between the two pictures.



1. Mom is talking on the phone.
2. Grandma
3. The cat
4. Mary
5. Little Sue
6. John
7. It



1. Mom is reading a magazine.
2. Grandma
3. The cat
4. Mary
5. Little Sue
6. John
7. It



Question words	Answer
What is he doing ?	He is reading a novel.
Where is she going?	She is going shopping.
Why are they laughing?	Because they are watching cartoons on TV.
Who is making a noise ?	Hakan.
Which boys are fighting?	Those boys.

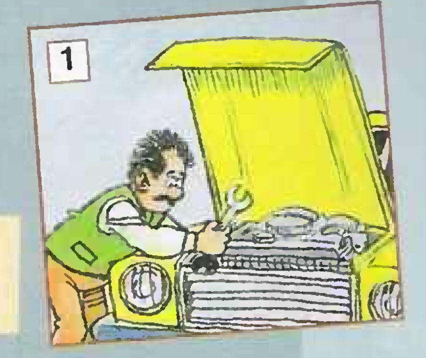
Exercise 7 : Work in pairs. Ask and answer questions about the pictures.





Example :

A: What is the cat drinking?
B: Milk. The cat is drinking milk.



1 A: ______ repairing the car?
B: ______



2 A: ______ the man going?
B: ______



3 A: ______ the women crying?
B: ______



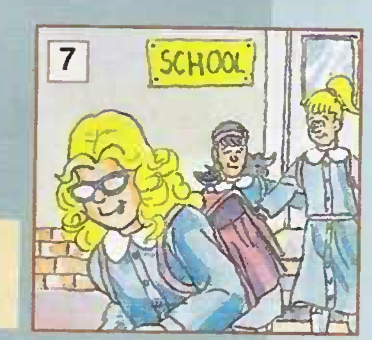
4 A: ______ they watching?
B: ______



5 A: ______ the student doing?
B: ______



6 A: ______ the children doing?
B: ______



7 A: ______ wearing sunglasses?
B: ______

Exercise 8



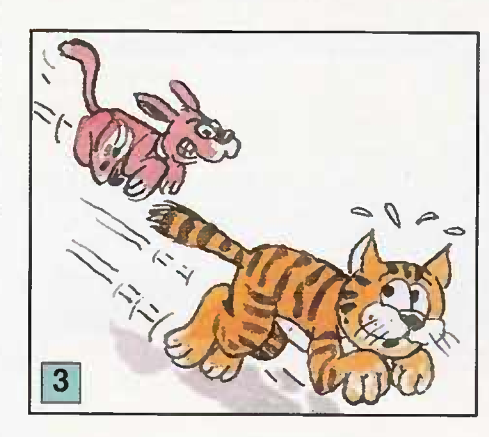
Make questions and answer them.



A: Is Sarah listening to music?
B: No, she isn't.
A: What is she doing?
B: She is reading a book.



A: Is the dolphin swimming in the air?
B: ....
A: ....
B: ....



A: Is the dog chasing a mouse?
B: ....
A: ....
B: ....



A: Is the man reading a book?
B: ....
A: ....
B: ....

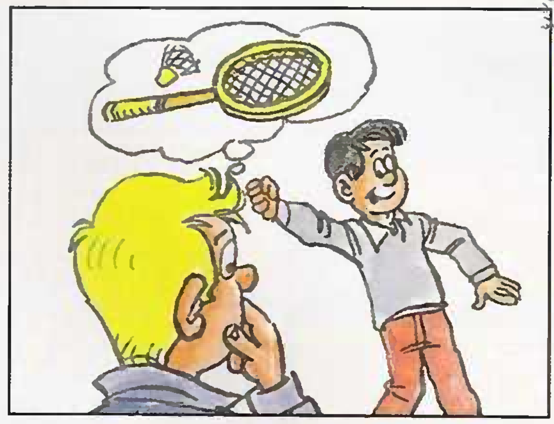


A: Is the police officer taking the thieves to a restaurant?
B: ....
A: ....
B: ....



Exercise 9

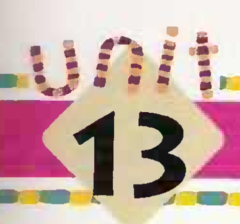
Mime an action and let your partner guess what it is.



Example : (Student A is playing tennis.)

Student B : Are you throwing stones?
Student A : No.
Student B : Are you playing golf?
Student A : No.
Student B : Are you playing tennis?
Student A : Yes, That's right.

Note : After two or three guesses, if Student B doesn't know the correct answer, he/she loses his/her turn.



Unit 13 Object pronouns

Use object pronouns (me, you, him, ...) as the objects of sentences.



Look at him! He is drowning!

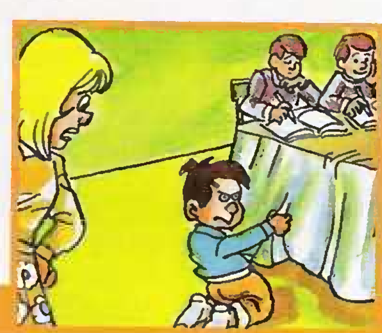


Look at it! It's falling!



Why are they laughing at me?

Subject Pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them



Don't disturb them! They are studying.



Don't touch it! It's very dangerous!

Exercise 1 Complete the following sentences using object pronouns. (**me, you, him,...**)

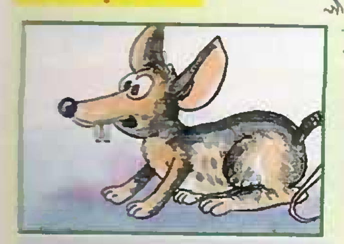


1. Listen to ...me...... ! I'm telling.you.......the number.
2. Don't wait for................. . He's always late for appointments.
3. Look at .... She is standing on the rope.
4. Don't touch .... ! It's very hot!
5. Help............... ! I'm falling!
6. Believe............... . She's telling the truth.
7. Don't trust .... ! They are liars!
8. My pants are very dirty. My mother is washing ....
9. There is some classical music on the radio. He is listening to ....
10. We are going to the park. Come with ....

Exercise 2 :

Work in pairs. Make dialogues for the pictures.

Example :

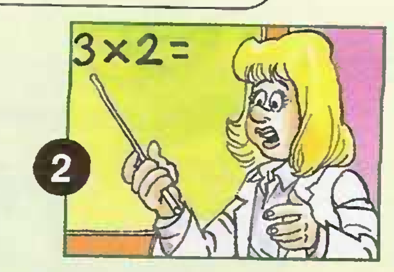


A : Look at it!
Is it a cat?
B : No, it isn't.
It is a mouse.



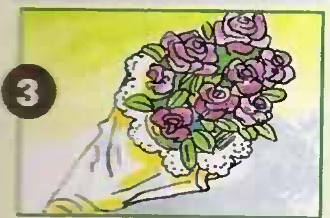
1

A : ....!
.... ?
B : ....
....



2

A : ....!
.... ?
B : ....
....



3

A : ....!
.... ?
B : ....
....



4

A : ....!
.... ?
B : ....
....



5

A : ....!
.... ?
B : ....
....

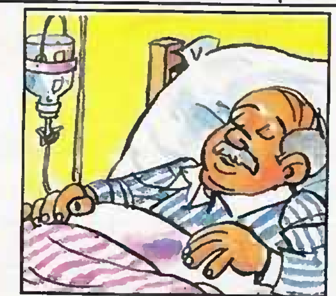
Exercise 3 :

Write the items they need. Follow the example.

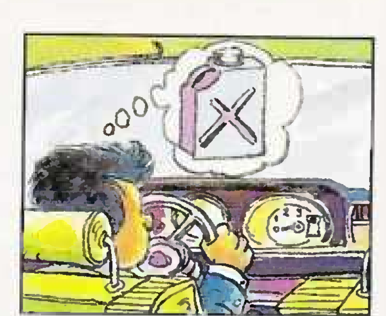




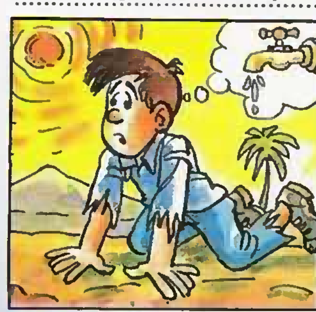
The girl's hair is untidy.
Give her a comb.



Alishir is ill.
....



The tank is empty.
....



I am thirsty.
....



Mr. Davis and Mr. Smith are old.
....



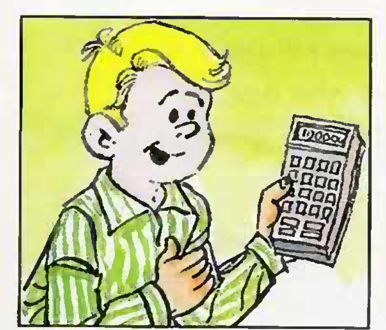
The cat is hungry.
....



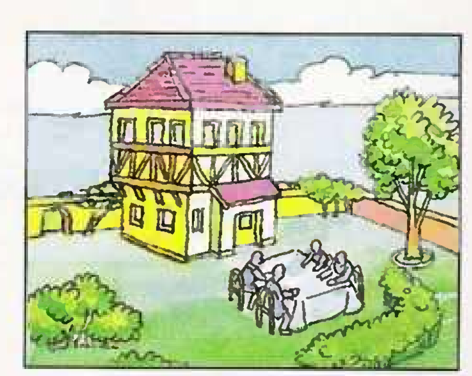
unit 14

Have

Use have to show possession.


I have a calculator.


He has a computer.


They have a beautiful house.

Affirmative		
I	have	a pen.
You	have	a nice computer.
We	have	time.
They	have	a car.
He	has	a camera.
She	has	two children.
It	has	a tail.

Negative			
I	do not	have	a pen.
You	do not	have	a nice computer.
We	do not	have	time.
They	do not	have	a car.
He	does not	have	a camera.
She	does not	have	two children.
It	does not	have	a tail.

Question			
Do	you	have	a pen?
Do	I	have	a nice computer?
Do	we	have	time?
Do	they	have	a car?
Does	he	have	a camera?
Does	she	have	two children?
Does	it	have	a tail?

Note: The short form of **have** is **'ve**. (e.g. **I've** got a pen). The short form of **has** is **'s**.
Don't is the negative contraction of **do not**. **Doesn't** is the negative contraction of **does not**.
In general, **have** is more common in American English and **have got** is more common in British English. They have no difference in meaning.

Exercise 1: Fill in the blanks with **have** or **has**.



1. They ..have.. a computer.
2. I .... a bicycle.
3. Marylin ....two brothers.
4. Ali .... a ball.
5. Mary .... a doll.
6. We .... a car.
7. They .... a gun.
8. The women .... an umbrella.
9. You .... a big family.
10. The monkey .... a long tail.
11. I .... a radio.
12. Mr. Johnson ....a store.

Exercise 2 : Look at the chart and make dialogues.

	camera	bicycle	radio	computer	car
Tom	✓	-	-	✓	-
Bill	-	✓	-	✓	-
Hans	-	✓	-	✓	-
Elif	-	✓	✓	-	✓
The twins	-	-	✓	-	-

Example 1 :

A: Does Tom have a radio?
B: No, he doesn't.

Example 2 :

A: Does Elif have a radio?
B: Yes, she does.

Exercise 3 : Look at the pictures. Ask questions and answer them as in the examples.





1. Tom / a ball **Example 1 :**
Does Tom have a ball? Yes, he does.

2. Susan / an umbrella **Example 2 :**
Does Susan have an umbrella? No, she doesn't.

3. Ali / a cat
..............................? ....

4. Bill / a bicycle
..............................? ....

5. your parents / a car
..............................? ....

6. May / a handbag
..............................? ....

7. Elif / a pen
..............................? ....

8. the policeman / gun
..............................? ....

9. the children / a ball
..............................? ....

10. the accountant / glasses
..............................? ....

Exercise 4

Read the text and complete the chart below. Write ✓ for **yes** and – for **no**.



Betty, Linda, Ahmet, George and Betul are friends. Betty has a watch, but Betul doesn't. Linda has a car. George and Ahmet have bicycles, but they don't have cars. Linda and Ahmet don't have watches, but George does. Betul has a car, but she doesn't have a computer. George and Linda have Walkmans.

	LINDA	AHMET	BETTY	BETUL	GEORGE
bicycle					
car					
computer					
Walkman					
watch			✓		

Betty and Ahmet don't have computers, but Linda does. Betty has a bicycle and a car, but she doesn't have a Walkman.

Betul has a Walkman. George doesn't have a computer. Ahmet has a Walkman. Linda doesn't have a bicycle, but Betul does.

Exercise 5

Work in pairs. With your friend, ask and answer questions about your rooms, your houses, or your families.



Example :

A : Do you have a computer?

B : No, I don't.

A : Does your father have a car?

B : Yes, he does.

A : Does your house have a garden?

B : Yes, it does.

A : Do you have a sister?

B : Yes, I do. I have three sisters.

unit 15 The simple present tense

A

We use the simple present tense to express general facts and habits.



The sun rises in the east.



Mrs. Adams waters the flowers every day.

Affirmative			Negative		
I	like	apples.	I	don't like	apples.
You	speak	English.	You	don't speak	English.
He	plays	football.	He	doesn't play	football.
She	reads	books.	She	doesn't read	books.
It	barks	every day.	It	doesn't bark	every day.
We	swim	on weekends.	We	don't swim	on weekends.
You	know	Maria.	You	don't know	Maria.
They	watch	TV.	They	don't watch	TV.

Exercise 1 : Write **true** ✓ or **false** - .



1. Babies drink Coke. . . . . -
2. Parrots don't speak. . . . .
3. Rabbits don't have two legs. . . . . . .
4. People don't have two ears. . . . .
5. Birds fly in the sky. . . . .
6. The sun sets in the west. . . . .
7. The moon revolves around Pluto. ...
8. Water freezes at 0°C. . . . .
9. Flowers don't smell good. . . . .
10. Children don't like sweets. . . . .



Use -s, -es, or -ies after verbs with third person singular subjects in affirmative sentences.

1 Add -s	
To most verbs	
drink	drinks
clean	cleans
like	likes

2 Add -es	
After -ss, -ch, -sh, -x	
wash	washes
teach	teaches
fix	fixes

3 Add -ies	
After a consonant +y, drop -y	
cry	cries
try	tries
carry	carries



4 Add -s	
After a vowel +y	
buy	buys
play	plays
enjoy	enjoys

5 Irregulars	
go	goes
do	does
have	has
be	am, is, are



Use the simple present form of the verbs below.

teach be fix say have do study kiss

1. She ..says...... good night to her mother every night.
2. He .... his homework on time.
3. Mr. Bridges .... us chemistry.
4. A mechanic .... cars.
5. Sezer .... his lessons with his friends .
6. She .... three brothers.
7. He .... his mother every morning.
8. Bob .... a doctor.



C Yes / No questions and answers.

Question	Short Answer	
Do I have your address?	Yes, you do.	No, you don't.
Do you understand German?	Yes, I do.	No, I don't.
Does he swim?	Yes, he does.	No, he doesn't.
Does she watch TV?	Yes, she does.	No, she doesn't.
Does it bark at night?	Yes, it does.	No, it doesn't.
Do we have time?	Yes, you do.	No, you don't.
Do you play football?	Yes, we do.	No, we don't.
Do they read books?	Yes, they do.	No, they don't.

Exercise 3: Answer the following general questions.

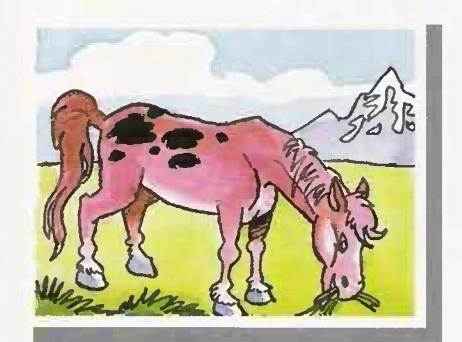


1. Do you read English books every day?
   Yes, I do.
2. Does your father take you to his office?
   ....
3. Do you play football in your free time?
   ....
4. Does the moon revolve around the Earth?
   ....
5. Does water boil at 100 °C ?
   ....
6. Do you brush your teeth every day?
   ....
7. Do you like music?
   ....



Work in pairs. Ask and answer questions about the pictures.

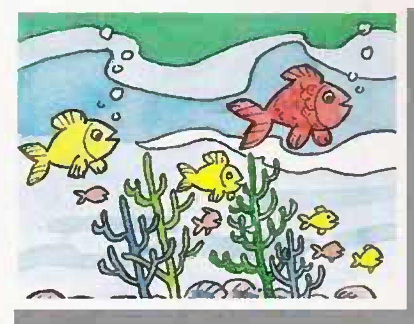




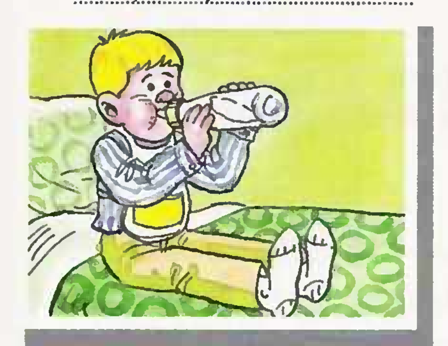
A : Do horses eat grass?
B : Yes, they do.



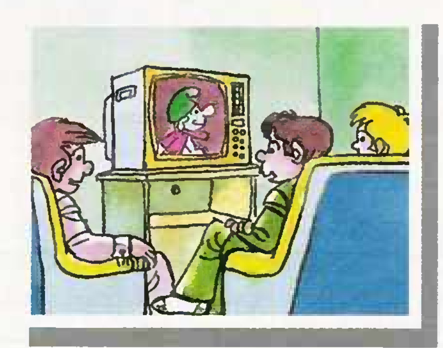
A : ....?
B : ....



A : ....?
B : ....



A : ....?
B : ....



A : ....?
B : ....



A : ....?
B : ....



Information questions and answers.

Question	Answer
What does Melih like?	He likes football.
Where does your father work?	He works in a bank.
Who do you study with?	I study with my brother.
Why do people study English?	Because it is an international language.
How many brothers do you have?	I have one brother.

Exercise 5 : Match the following.



1	What do you eat for breakfast?	☐	Because he goes to work early.
2	Where does your family live?	☐	By bus.
3	How do you go to school?	☐	Yunus.
4	Why does he go to bed early?	1	Cheese and eggs.
5	Which car belongs to you?	☐	In Istanbul.
6	Who speaks Turkish in this class?	☐	The small one.

Exercise 6 : Work in pairs. Talk about your likes and dislikes.



Example :

A : Do you like music?

B : Yes, I do.

A : What kind of music do you like?

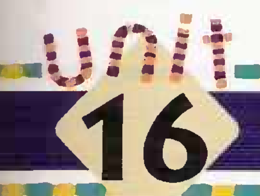
B : I like pop music.

A : Do you like handball?

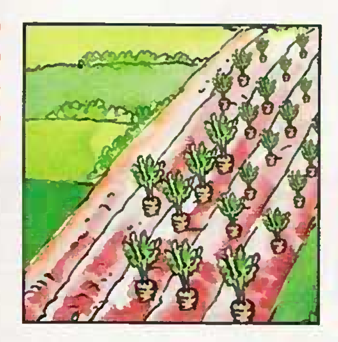
B : No, I don't.

A : Why?

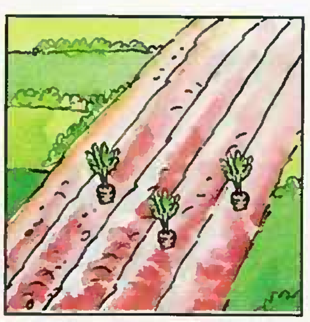
B : Because it is boring.



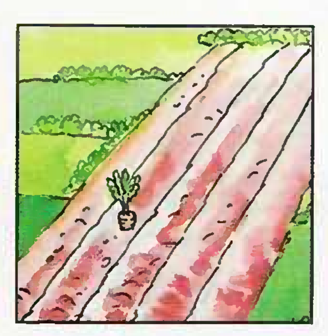
Unit 16 Quantifiers



There are a lot of carrots.



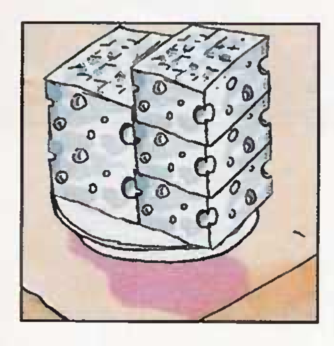
There are a few carrots.



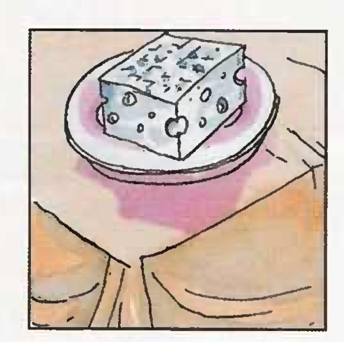
There is only one carrot.



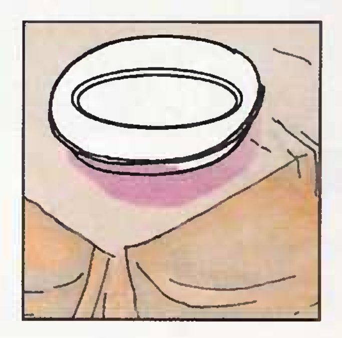
There aren't any carrots.



There is a lot of cheese.



There is a little cheese.



There isn't any cheese.



We use a lot of, a few, and any with countable nouns.
Don't use any in affirmative sentences.



Ibrahim is carrying **a lot of** books.

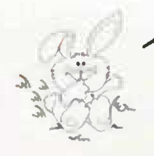


Kemal is carrying **a few** books.



Ali isn't carrying **any** books.

Exercise 1 : Look at the pictures. Use **a lot of, a few,** and **any** in the blanks.





Alex's garden



Tom's garden

Example :

Alex's garden	Tom's garden
1. There are a lot of trees.	1. There are a few trees.
2.	2. ....
3.	3. ....
4.	4. ....



B We use **a lot of**, **a little**, and **any** with uncountable nouns.
In everyday speech, **not much** is more common than **a little**.



Ahmet has **a lot of** money.



Murat has **a little** money.



Bilal doesn't have **any** money.



Exercise 2 : Look at the pictures and then complete the sentences with **any, not much, a little,** or **a lot of.**



There ....isn't any.... sugar in the sugar bowl.



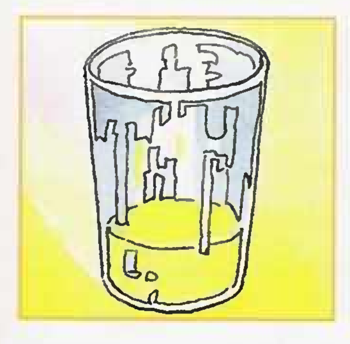
There .... milk in the bottle.



There .... rice in the plate.



There is .... water in the jug.



There .... orange juice in the glass.



There .... honey in the jar.



There .... tea in the glass.



There........................ coffee in the cup.



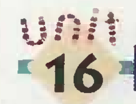
Exercise 3 : Fill your fridge with the following items. Then ask and answer questions about them. Work in pairs.



.....a lot of..... milk
........–........ jam
.... coke
.... cheese
.... honey
.... water
.... meat

Example :

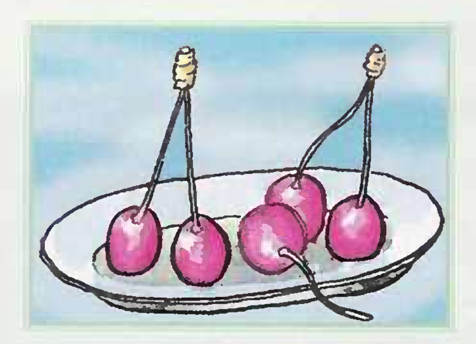
A : Is there a lot of milk in your fridge?
B : Yes. There's a lot of milk in my fridge.
A : Do you have any jam?
B : No, I don't have any jam.



16 Quantifiers



We use a little or not much with uncountable nouns, a few with countable (plural) nouns, but we use some with both of them.



There are **a few** / **some** cherries on the plate.



Tom has **a little** / **some** ice cream.

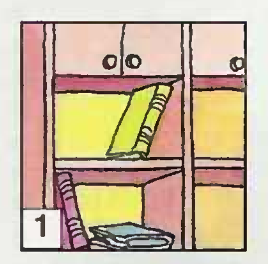
Exercise 4 :

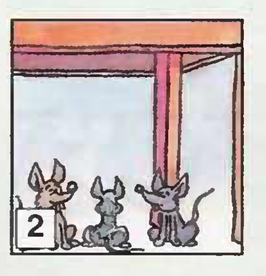
Put **a little, not much** or **a few** instead of **some**.

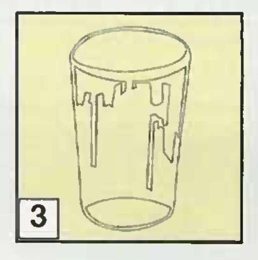
1. The students have **some** homework.(....a little.....)
2. I have **some** potatoes in the kitchen. (..................)
4. I have **some** information about this car. (..............)
3. **Some** students are playing in the street. (..............)
5. There is **some** milk in the bottle. (........................)
6. I have **some** money in my pocket. (...................)
7. Bob has **some** new books. (......................)
8. There's **some** meat in the fridge. (........................)

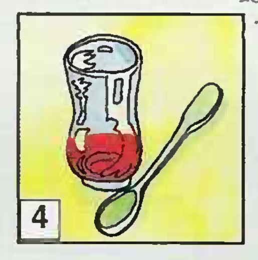
Exercise 5 :

Work in pairs. Make dialogues for the pictures.



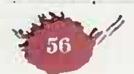






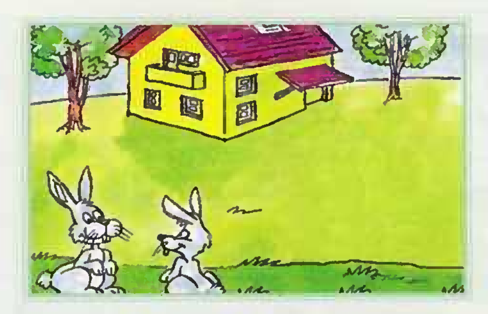


1. A: Are there any books in the bookcase?
   B: Yes, there are a few books in the bookcase.
2. A: ....?
   B: ....
3. A: ....?
   B: ....
4. A: ....?
   B: ....
5. A: ....?
   B: ....





We use How many...? with countable (plural) nouns and How much...? with uncountable nouns.





A: How many rabbits are there in the garden?
B: There are two rabbits in the garden.

A: How much water is there in the jug?
B: There is a lot of water in the jug.



Fill in the blanks with **how many** or **how much**.



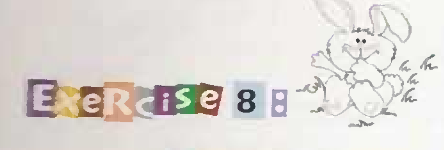
1. .... sugar is there in your tea?
2. .... toys are there in the room?
3. .... children are there in the classroom?
4. .... milk is there in the bottle?
5. .... meat is there?
6. .... ink is there in the bottle?

Exercise 7

Answer the following questions.

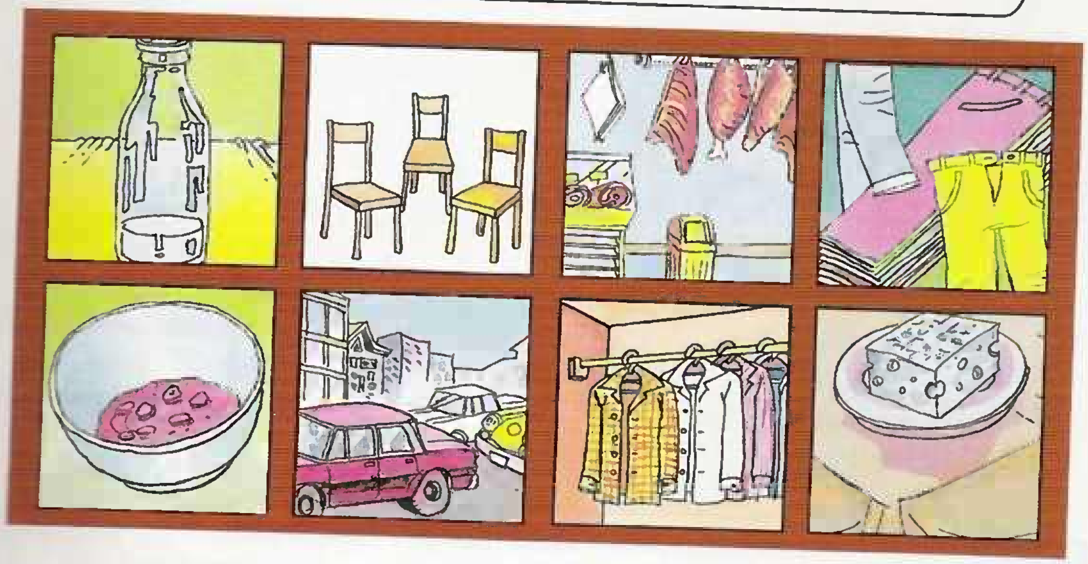


1. How many brothers do you have?
   ....
2. How many pages are there in this book?
   ....
3. How many teeth do you have in your mouth?
   ....
4. How many hours are there in a day?
   ....
5. How much water is there in the Mediterranean?
   ....
6. How much money is in your pocket?
   ....



Exercise 8

Ask and answer questions about the pictures. Use **how much** or **how many**.



1. A: How much milk is there in the bottle?
   B: There is a little milk in the bottle.
2. A: .... ?
   B: ....
3. A: .... ?
   B: ....
4. A: .... ?
   B: ....
5. A: .... ?
   B: ....
6. A: .... ?
   B: ....
7. A: .... ?
   B: ....
8. A: .... ?
   B: ....

Exercise 9



You are going on a picnic with your friends. Make a list of the things you are taking with you. Then ask each other about what you have on your lists.

bread – 10 loaves
meat – a lot of
fruit – 3 kilos

Example :

A : Do you have any pop on your list?
B : No, I don't.
A : Do you have any fruit on your list?
B : Yes, I do.
A : How much fruit do you have on your list?
B : I have three kilos of fruit on my list.

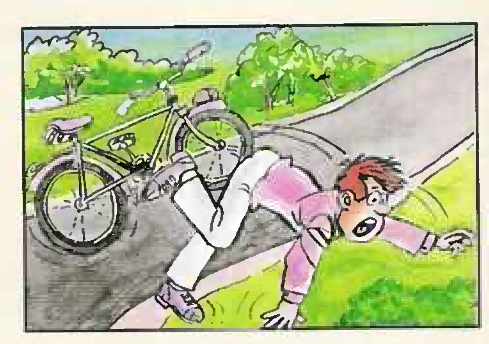


17 Can (ability)

We use **can** to express ability.



Hakan **can** ride a bike.



Yusuf **can't** ride a bike.

Affirmative

I	can	ride a bicycle.
You		draw a picture.
He		swim in the ocean.
She		play tennis.
It		fly.
We		speak Chinese.
You		sing.
They		climb the mountain.

Question

Can	you	ride a bicycle?
	I	draw a picture?
	he	swim in the ocean?
	she	play tennis?
	it	fly?
	you	speak Chinese?
	we	sing?
	they	climb the mountain?

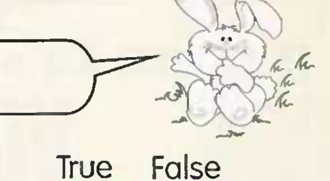
Negative

I	cannot	ride a bicycle.
You		draw a picture.
He		swim in the ocean.
She		play tennis.
It		fly.
We		speak Chinese.
You		sing.
They		climb the mountain.

Note: We can also use **can't** as the contraction of **cannot**.

Exercise 1:

Tick **true** or **false.**



	True	False
1. A bird can't fly.		✓
2. A plane can fly.		
3. A rabbit can speak.		
4. A parrot can speak.		
5. A fish can't drive a car.		
6. A horse can't run fast.		
7. Babies can use a computer.		

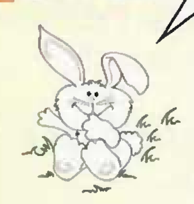
Exercise 2 : Answer the questions.



Example : A : Can an elephant fly?
B : No, it can't.

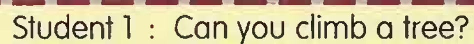
1. A : Can a baby drive?
   ....
2. A : Can a dog run fast?
   B : ....
3. A : Can a whale swim?.
   B : ....
4. A: Can you ride a horse?
   B: ....
5. A: Can you play basketball?
   B : ....
3. A : Can you fly a plane?
   B : ....

Exercise 3 : Match the sentences.



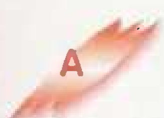
1. The weather is fine.	__ He can't play basketball.
2. It is too heavy.	__ You can't read a book.
3. John is very old.	_1_ We can go on a picnic.
4. I am busy.	__ I can't lift it.
5. It is dark.	__ I can't help you.

Exercise 4 : Pretend you are an animal. Let your friends try to guess what you are.



Student 1 : Can you climb a tree?
You : No, I can't.
Student 2 : Can you fly?
You : Yes, I can.
Student 3 : Can you lay eggs?
You : Yes, I can.
Student 4 : Are you a chicken?
You : Yes, I am. I am a chicken.

Unit 18 Days-months-ordinal numbers



A Days of the week.



APRIL 24	APRIL 25	APRIL 26	APRIL 27	APRIL 28	APRIL 29	APRIL 30
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Exercise 1: Write the correct day under each picture.



MARCH 6	MARCH 4	MARCH 2	MARCH 1	MARCH 5	MARCH 3	MARCH 7
....	....	....	....	MONDAY	....	....



B Months of the year.

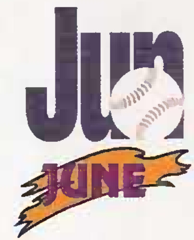




















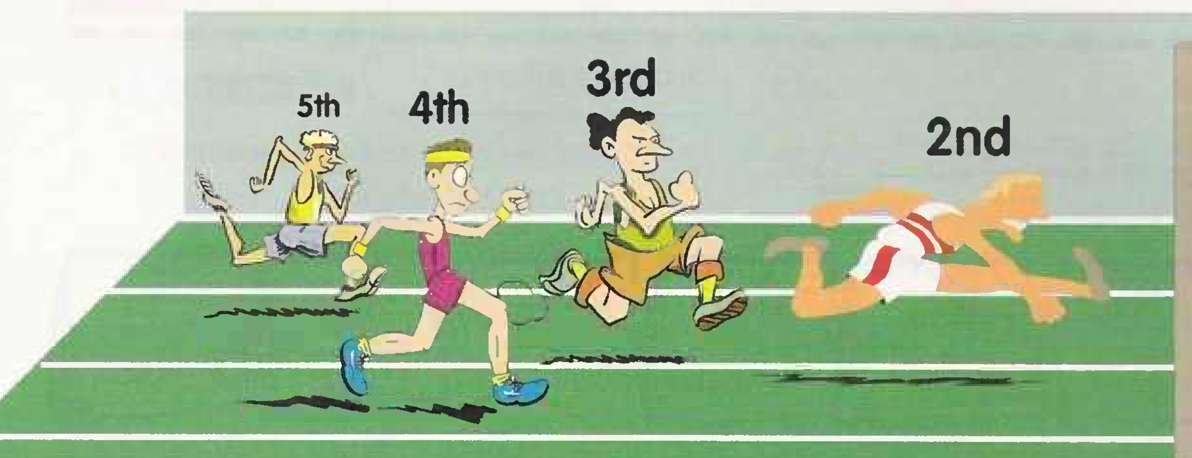






C Ordinal numbers.

Numbers	1	2	3	4	5...	9...	12...	20	21	22	23...
Ordinal Numbers	1st	2nd	3rd	4th	5th	9th	12th	20th	21st	22nd	23rd
	first	second	third	fourth	fifth	ninth	twelfth	twentieth	twenty-first	twenty-second	twenty-third







D We use what to ask about days or months.

Example 1 : A: What is today? (What day is it today?)
B: It is Monday.

Example 2 : A: What month is it?
B: It is January.

Exercise 1 : Answer the questions.

1. What is the second month of the year?
   February.
2. What is the third day of the week?
   ....
3. What month is after September?
   ....
4. What day is before Sunday?
   ....
5. What is the last month of the year?
   ....
6. What day is it tomorrow?
   ....



Exercise 2 : Number the months from 1 to 12.

.......February
.......July
.......April
.......June
.......May
.......August
...1... January
.......September
.......December
.......November
.......October
.......March

Unit 19 Asking & telling the time

A Learn these numbers (21 -100)

21: twenty - one
22: twenty - two
23: twenty - three
24: twenty - four
25: twenty - five
26: twenty - six
27: twenty - seven
28: twenty - eight
29: twenty - nine

30: thirty
40: forty
50: fifty
60: sixty
70: seventy
80: eighty
90: ninety
100: one hundred

B We use What time is it? or What is the time? to ask about the time.



Examples :

It's ten to eleven.

It's eleven o'clock.



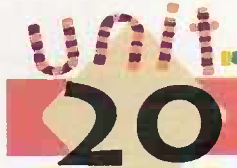
It's five past two.

It's five twenty.

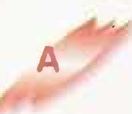
Exercise 1 : Write the time below the clocks.



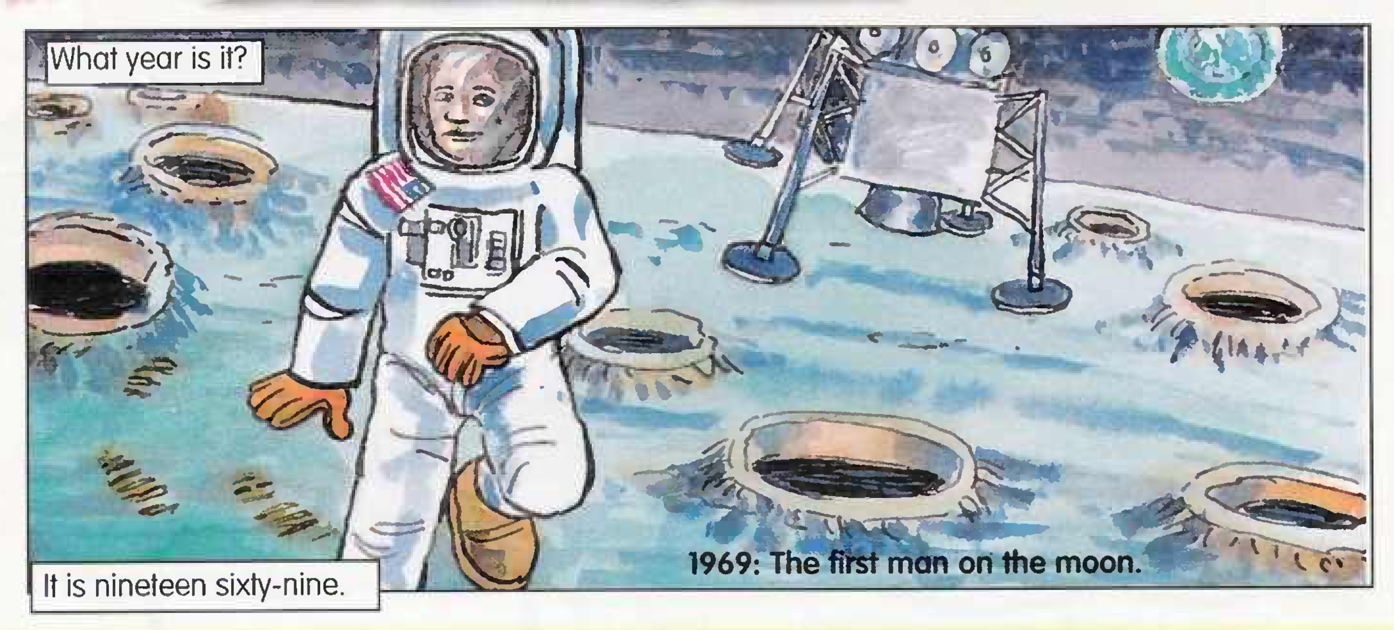
1. It's two fifteen.
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....



20 Dates & prepositions of time



We use **What year is it?** to ask about the year.



Exercise 1: Write the years as in the example.

1. 1986 : *It's nineteen eighty-six.*
2. 1800 : ....
3. 1933 : ....
4. 1856 : ....
5. 2000 : ....
6. 1997 : ....
7. 2456 : ....

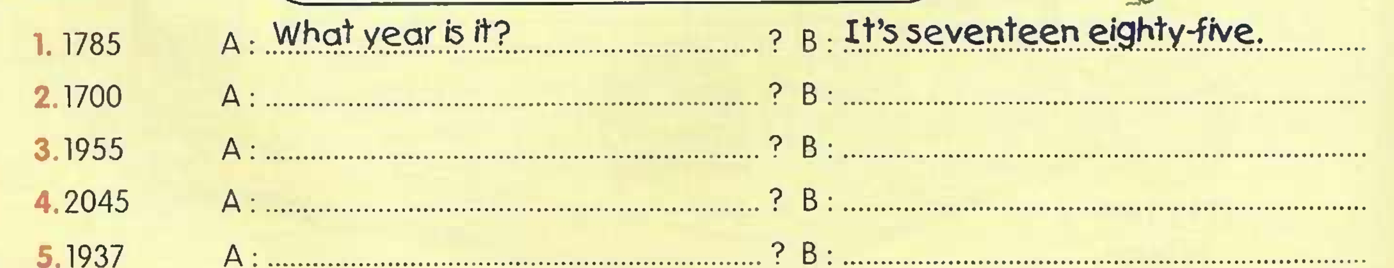
Example :

1900 : It is nineteen hundred.

1996 : It is nineteen ninety-six.

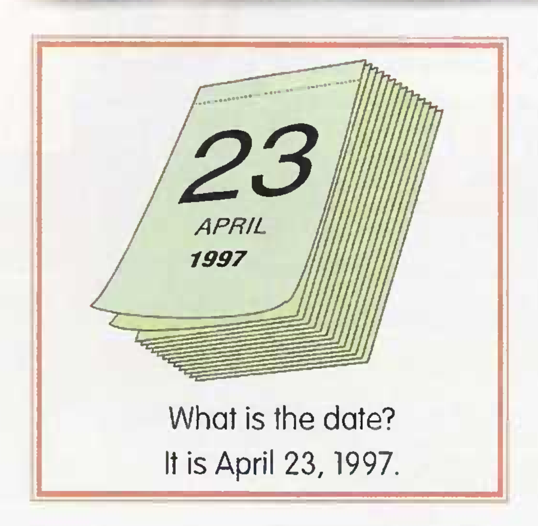
1944 : It is nineteen forty-four.

Exercise 2: Ask what year it is. Write the answer.



1. 1785 A : *What year is it?* ? B : *It's seventeen eighty-five.*
2. 1700 A : .... ? B : ....
3. 1955 A : .... ? B : ....
4. 2045 A : .... ? B : ....
5. 1937 A : .... ? B : ....

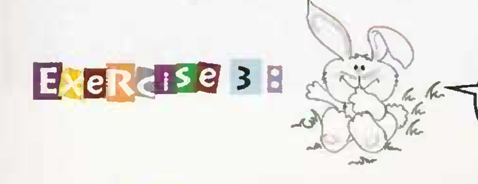
B We use What is the date? to ask about the date. Begin your answer with It.



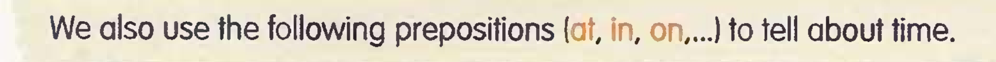
What is the date?
It is April 23, 1997.

Example :

What is the date? (April 29, 1996)
It is April 29th 1996.
It is the 29th of April 1996.



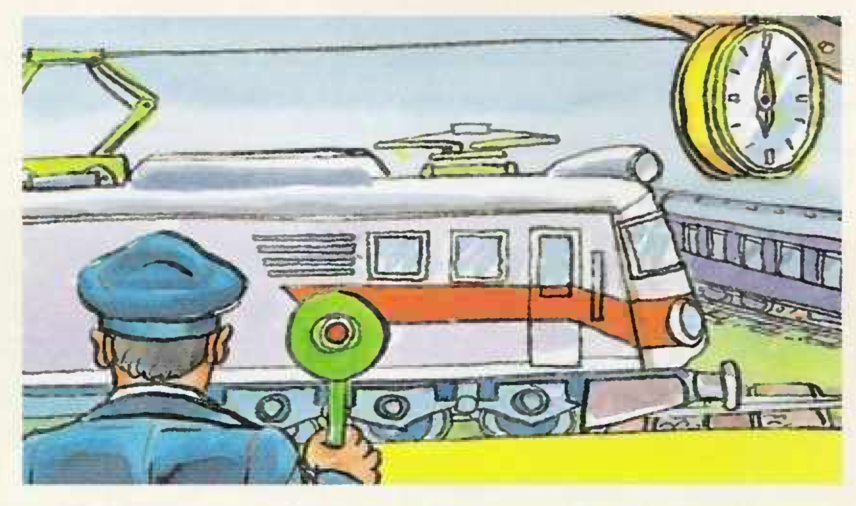
1. What is the date? (15 May 1943) It's May 15th 1943.
2. What is the date? (30 August 1915) ....
3. What is the date? (22 December 1918) ....
4. What is the date? (13 September 1827) ....
5. What is the date? (20 January 1990) ....



C We also use the following prepositions (at, in, on,...) to tell about time.

at	in	on
at night	in July	on Monday
at midnight	in 1995	on Sunday
at noon	in (the) spring	on Wednesday
at 12:00 (o'clock)	in Ramadan	on July 1, 1986
at Christmas	in the afternoon	on the 2nd of April 1987
	in the 20th century	on the weekend





The train leaves the station at 6 o'clock in the morning.

Exercise 4 Put the correct preposition (**at, in, on**) in each blank.

1. He gets up ....at........ 6 o'clock ....in.......... the morning.
2. Linda doesn't go to school .... the weekend.
3. They don't watch TV ....night.
4. Our school closes .... June.
5. We go on a picnic .... Sundays.
6. My birthday is ....July the second.
7. Muslims fast .... Ramadan.
8. People go swimming .... the summer.

Exercise 5 Answer the following questions.

1. When do you usually have lunch? I usually have lunch at 1 o'clock in the afternoon.
2. Do people work on the weekend? ....
3. When do flowers blossom? ....
4. When do leaves fall? ....
5. When does it snow? ....
6. What time do you go to bed? ....
7. What time does your mother prepare breakfast? ....

 6 :



	WINTER		SUMMER	
	DAYS	HOURS	DAYS	HOURS
BANK	Monday-Friday	9:00-12:00 , 13:30-17:30	The same as winter	
GAS STATION	7 Days	24 Hours	The same as winter	
POST OFFICE	Monday-Saturday	8:30-12:00 , 13:00-18:00	The same as winter	
SWIMMING POOL	Mon, Wed, Fri, Sun	10:00 - 18:00	7 Days	10:00 - 18:00
ICE CREAM SHOP	-	-	7 Days	11:00 - 24:00
SKI CENTER	7 Days	10:00 - 19:00	-	-

Example 1 :

A: What time does the bank open?
B: It opens at 9 in the morning.
A: Is it open on Sunday?
B: No, it's not.

You can use the expressions below.

at 12:30 **at 2:00 in the morning** **in winter / summer**
at 9:00 **on weekends** **on Sunday**

Example 2 :

A: Can you buy ice cream in winter?
B: No, you can't.

 7 :



SUNDAY	play football, ...
MONDAY	read books, ...
....	....

Example :

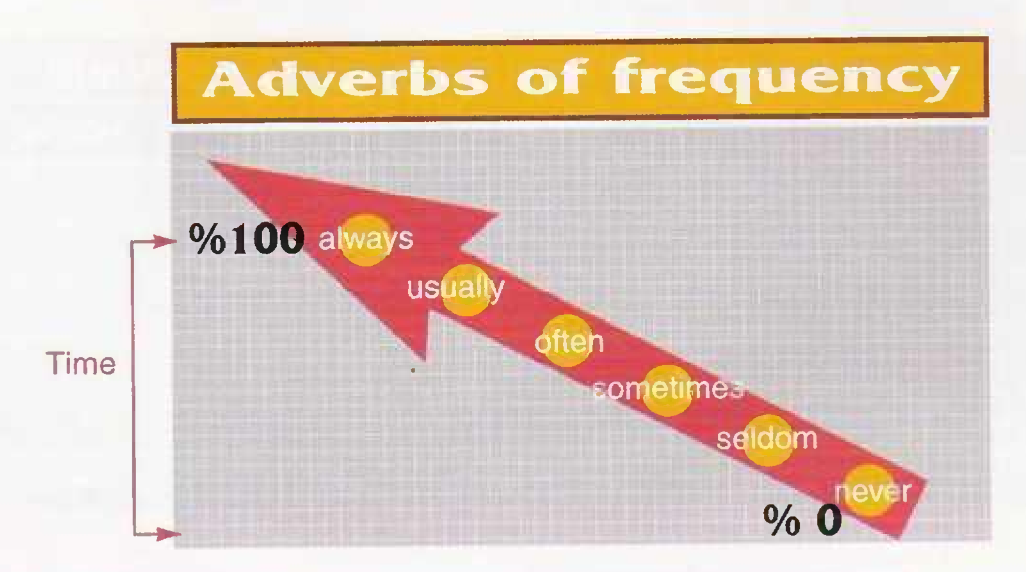
A : What do you do on Sundays, Tom?
B : I play football on Sundays.
A : What do you do on Mondays?
B : I read books.



Adverbs of frequency



We use always, usually, often, sometimes, seldom, and never to express how often an action happens.



Note: We use frequency adverbs **before the main verb** or **after be**

Before the main verb

	Frequency Adverbs	Main Verbs	
Ezka	**never**	tells	lies.
Kate	**always**	studies	hard.
They	**seldom**	watch	TV.

After be

	Be	Frequency Adverbs	
John	is	**always**	late.
Bob	is	**seldom**	on time.
It	is	**usually**	cold in London.

Exercise 1: Complete the following sentences. Use frequency adverbs.



1. He is a liar. He ....always.... tells lies.
2. Tom likes to drink both tea and coffee. He .... drinks tea and he .... drinks coffee.
3. Ali comes to school late most of the time. He is .... late.
4. Monkeys like bananas. They .... eat bananas.
5. Muslims .... eat pork.

Exercise 2

Use adverbs of frequency to talk about the following activities which you do after 6:00 p.m. every day.

1. brush your teeth
2. eat dinner
3. watch TV
4. listen to music
5. go shopping
6. talk on the phone
7. write a letter
8. study English
9. play with friends
10. have a bath



We also use once a day, twice a week, three times a year, ... to express how often an action happens. We use these adverbs of frequency at the end of the sentence.

Examples :

I clean my shoes once a day.

He goes to the sports center twice a week.

He brushes his teeth three times a day.





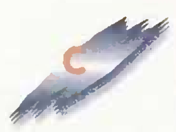
Talk about what Tom does during the week.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
go to the museum							
drink tea	✓	✓	✓	✓	✓	✓	✓
visit his uncle	✓						
buy a newspaper		✓	✓		✓	✓	✓
buy a magazine				✓			
go for a walk		✓			✓	✓	

unit 21 Adverbs of frequency

Example : Student A: Does Tom always drink tea?

Student B: Yes, he does.



We can use ever in yes/no questions. We use How often ...? to ask about adverbs of frequency.

Example 1 :

A: Do you **ever** go to school on Sundays?

B: No, I **never** go to school on Sundays.

Example 2 :

A: **How often** do you visit your grandparents?

B: I visit my grandparents **once a week**.





Answer the following questions.

1 Do you ever read French books? No, I never read French books.

2 Does your father ever give you pocket money? How often?

3 How often do you go to the bank?

4 How often do you comb your hair?

5 How often does your mother go shopping?

6 Does your teacher ever speak Turkish?

7 How often do you write to your brother?



Unit 22 Suggestions



A We use let's to express a suggestion.



Exercise 1:



Make a suggestion for each of the following.

1. That old man is carrying something heavy.
   Let's help him.
2. The football players are thirsty.
   ....
3. The weather is fine today.
   ....
4. There is a good film on TV tonight.
   ....
5. Look! He's drowning!
   ....
6. I see an angry dog.
   ....

You can use these verbs

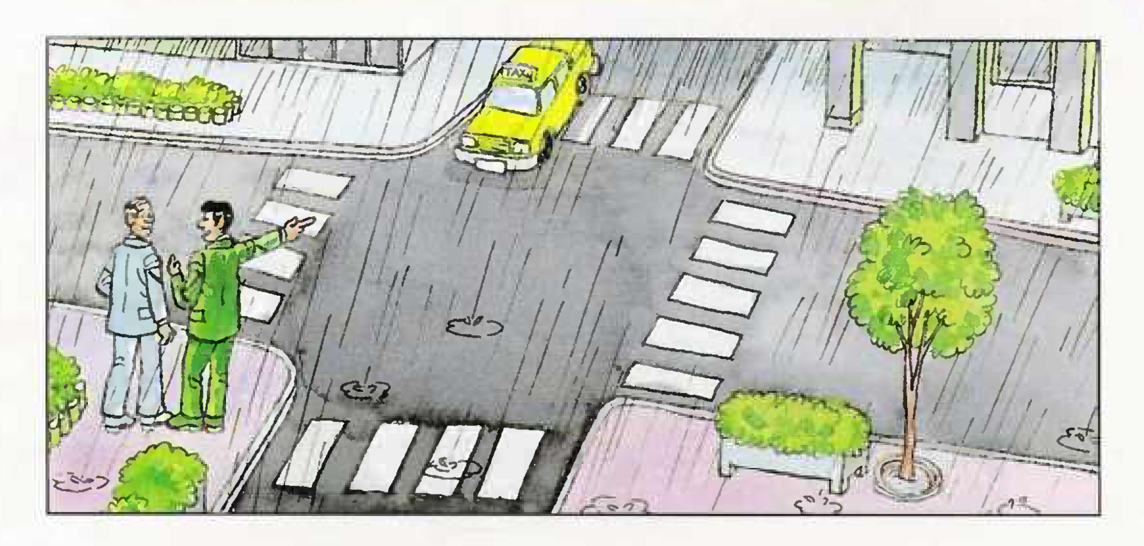
give
watch
run away
help
save
go



Suggestions



We use Shall we ...? to express a suggestion as a question.

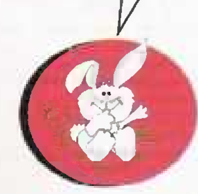


A : Shall we take a taxi?

B : Yes, that's a good idea

Suggestions	Accepting suggestions	Refusing suggestions
Shall we play football?	Yes, that would be great.	I would love to, but I can't.
Shall we go on a picnic?	Yes, that's a good idea.	I'm afraid I can't.
Shall we stay for a while?	Sure!	No, we can't.
Shall we watch TV?	OK! Good idea.	No.

Exercise 2 : Match the suggestions to the responses.



1. Shall we visit your grandparents?
2. Shall we go to a restaurant?
3. Shall we watch a film on TV?
4. Shall we rest for a while?
5. Shall we leave before midnight?
6. Shall we buy a magazine?

1. A : Shall we watch a film on TV? ?

   B : I'm afraid I can't. I have some work to do.

2. A : .... ?

   B : We can't. We still have a lot of things to do.

3. A : .... ?

   B : Yes, I know a good one. It serves excellent Chinese food.

4. A : .... ?

   B : Yes, the streets are very dangerous after 12:00 p.m.

5. A : .... ?

   B : Yes, let's visit them.

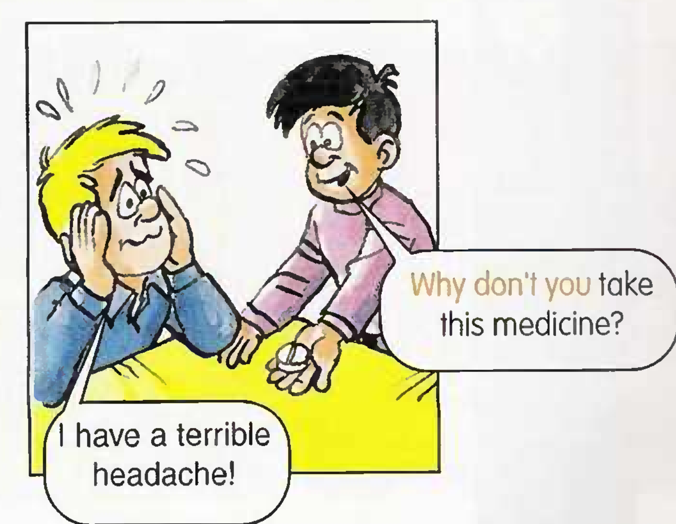
6. A : .... ?

   B : That's a good idea. Let's go to a newsstand.

C

We also use **Why don't you/we ......?** to express suggestions.





Exercise 3



Write the correct suggestions in the blanks.

Why don't you take a rest?

Why don't you take him to the doctor?

Why don't you buy her a bunch of flowers?

Why don't you take private lessons?

Why don't you use the Speed Up ELT series?

1. A : Tomorrow is Mother's Day. What shall I buy for my mother?
   B : Why don't you buy her a bunch of flowers?
2. A : I am very tired.
   B : ....
3. A : My brother is ill.
   B : ....
4. A : I don't speak English very well.
   B : ....
5. A : I can't understand Physics.
   B : ....

Exercise 4



Imagine that you and your friend are on a desert island. You need help. Add to the following dialogue.

A : How do we get out of here, Tom?

B : Look! There is a helicopter in the sky!
Let's wave at it.

A : ....



Unit 23 May - can (permission)

We use may or can to express permission. May is more polite than can.



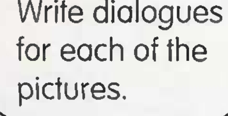
Affirmative		
I	may / can	leave early.
You		stay here.
He		ask a question.
She		go out.
It		stay here.
We		sit down.
You		visit your friend.
They		play football.

Question		
May / Can	I	ask a question?
	we	go out?

Negative		
You	can't / may not	smoke here.



Exercise 1 :





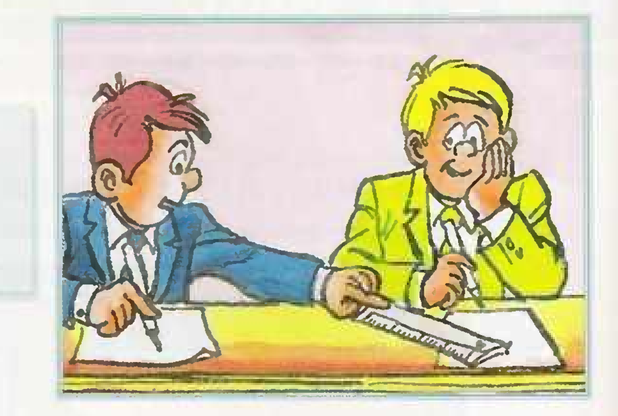
Example :

(A student wants to leave the class early.)

The student : May I leave the class early ?

The teacher : Yes, you may.

May - can



1. (Ahmet wants to borrow his friend's ruler.)

Ahmet : ....?
His friend : ....



2. (The man needs his friend's car.)

The man : ....?
His friend : ....



3. (The boy wants to ride his friend's bicycle.)

The boy : .... ?
His friend : ....



4. (Jack wants to open the window.)

Jack : ....?
Larry : ....



5. (Mr. Brown wants to use the telephone on Mr. White's desk.)

Mr. Brown : ....?
Mr. White : ....





Match the following.

1. May I park my car here?
2. Can I use your computer?
3. Can I have a piece of cake?
4. May I see your driver's license?
5. May I watch a film on TV, mom?

a. Yes, but there is no electricity now.
b. Sorry, I don't have it with me.
c. No, you can't park it here.
d. Yes, but finish your dinner first.
e. No, clean your room first.

Exercise 3 :

Work in pairs. Your partner is a salesperson in the department store. You are a customer and you want to buy a lot of different things. So you ask for permission to see, to try, to taste, ...them.



Example :

You	:	Excuse me. Do you sell watches?
Salesperson	:	Yes, we do.
You	:	May I see them?
Salesperson	:	Yes, of course.
You	:	May I try one on?
....		....



Possessive pronouns

We use possessive pronouns (mine, yours, ...) to show that something belongs to someone.



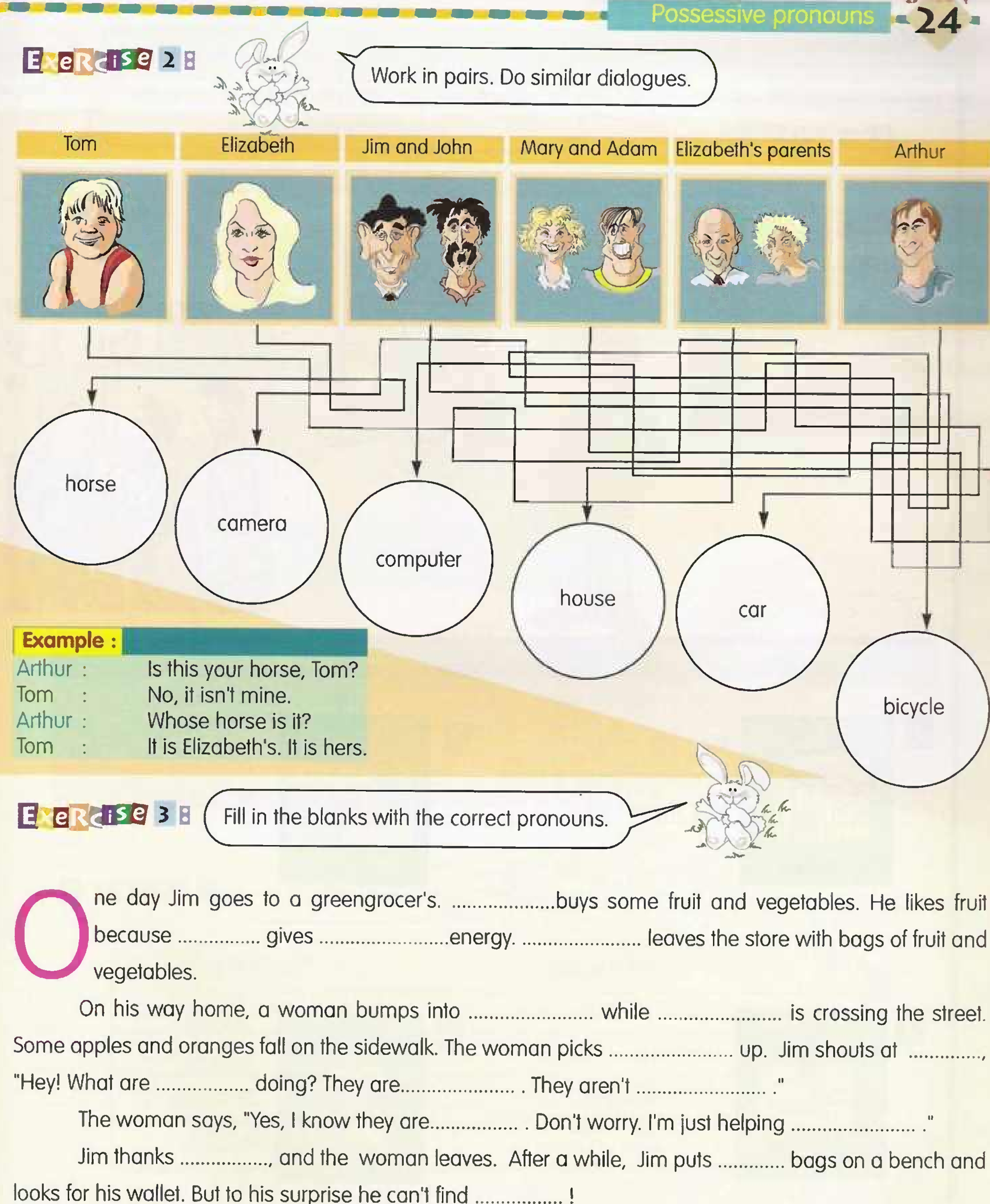


Subject Pronouns	Possessive Adjectives	Object Pronouns	Possessive Pronouns
I	my	me	mine
you	your	you	yours
he	his	him	his
she	her	her	hers
it	its	it	-
we	our	us	ours
you	your	you	yours
they	their	them	theirs

Exercise 1: Fill in the blanks with the correct pronouns.



1.	Is this George's car?	Yes, it is ..his.... .
2.	Are these shoes ....?	No, they aren't her shoes.
3.	Is this the Smiths' house?	No, it isn't .... It's the Jones'.
4.	Is that car ....?	Yes, it is ours.
5.	Which is your blanket?	The small one is ....



Exercise 2 : Work in pairs. Do similar dialogues.

Example :

Arthur :	Is this your horse, Tom?
Tom :	No, it isn't mine.
Arthur :	Whose horse is it?
Tom :	It is Elizabeth's. It is hers.

Exercise 3 : Fill in the blanks with the correct pronouns.

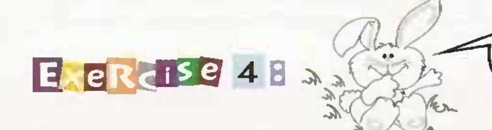
One day Jim goes to a greengrocer's. ....buys some fruit and vegetables. He likes fruit because .... gives ....energy. .... leaves the store with bags of fruit and vegetables.

On his way home, a woman bumps into .... while .... is crossing the street. Some apples and oranges fall on the sidewalk. The woman picks .... up. Jim shouts at ...., "Hey! What are .... doing? They are..................... . They aren't ...."

The woman says, "Yes, I know they are................ . Don't worry. I'm just helping ...."

Jim thanks ...., and the woman leaves. After a while, Jim puts .... bags on a bench and looks for his wallet. But to his surprise he can't find .... !

Where is .... wallet? Can you guess?



Work with a partner to find out who the items in the pictures belong to.



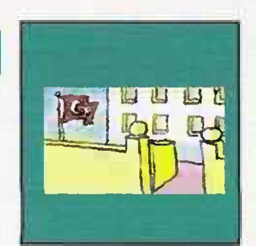






1

(house)
A: Whose house is this?
B: (I think) it's his.

3

(school)
A: ....
B: ....

2

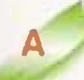
(shoe)
A: ....
B: ....

4

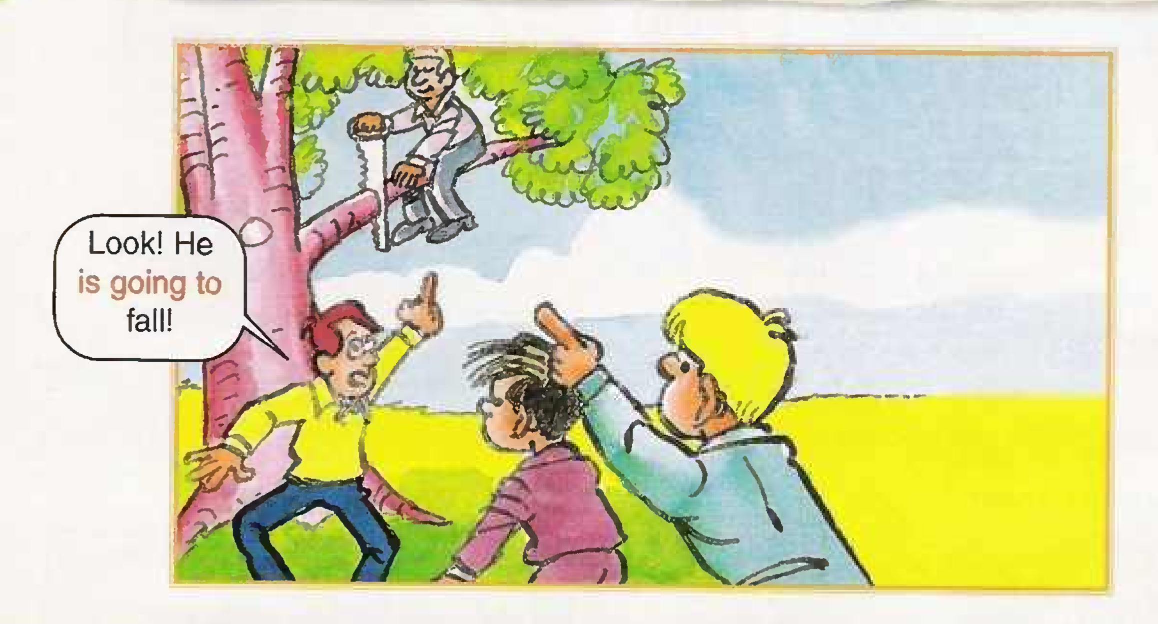
(pocket)
A: ....
B: ....



25 The future "be going to"



A We use be going to for actions which are certain to happen in the future.



Affirmative			Negative		
I	**am going to**	buy a car.	I	**am not going to**	buy a car.
He	**is going to**	fall down.	He	**is not going to**	fall down.
They	**are going to**	get sick.	They	**are not going to**	get sick.
There	**is going to**	be a football game.	There	**is not going to**	be a football game.

Exercise 1 Match the following.

1. Look at that boat!	– I'm going to faint.
2. He never studies.	– You're going to have an accident!
3. I feel dizzy.	– It's going to sink!
4. Look at those black clouds.	– It's going to rain.
5. You are driving too fast!	– He's going to fail the test.

unit 25 The future 'be going to'

B We use **be going to** to express actions planned to happen in the future.



I'm going to be a doctor.

Exercise 2 B Match the following.

1. Tom is going to the greengrocer's.
2. I have a new camera.
3. John is buying a bicycle.
4. He has a knife.
5. The man's taking some money out of his wallet.

- [3] He is going to ride it.
- [ ] He's going to pay the bill.
- [ ] I'm going to take some pictures.
- [ ] He's going to buy some fruit.
- [ ] He's going to slice the bread.

Exercise 3 B Write a sentence about what is going to happen.

Example : Bob has a toothache. He is going to see the dentist.

1. Mr. Smith is very thirsty. ....
2. Tom is very hungry. ....
3. Mom is turning on the TV. ....
4. Dad is putting on his clothes. ....
5. Ali is studying very hard. ....
6. Sally has no food at home. ....

Yes/no questions	Short answers		Question words	Answers
Is John going to swim?	Yes, he is.	No, he isn't.	Which team is going to win?	The red team.
Is she going to get married?	Yes, she is.	No, she isn't.	Where is he going to stay?	Here.
Are you going to leave soon?	Yes, I am.	No, I am not.	What are they going to buy?	Some fruit.
Are they going to play chess?	Yes, they are.	No, they aren't.	Who are you going to visit?	My aunt.

B We use be going to to express actions planned to happen in the future.



Exercise 2 Match the following.

1.	Tom is going to the greengrocer's.	3	He is going to ride it.
2.	I have a new camera.		He's going to pay the bill.
3.	John is buying a bicycle.		I'm going to take some pictures.
4.	He has a knife.		He's going to buy some fruit.
5.	The man's taking some money out of his wallet.		He's going to slice the bread.

Exercise 3 Write a sentence about what is going to happen.

Example : Bob has a toothache. *He is going to see the dentist.*

1. Mr. Smith is very thirsty. ....
2. Tom is very hungry. ....
3. Mom is turning on the TV. ....
4. Dad is putting on his clothes. ....
5. Ali is studying very hard. ....
6. Sally has no food at home. ....

Yes/no questions	Short answers		Question words	Answers
Is John going to swim?	Yes, he is.	No, he isn't.	Which team is going to win?	The red team.
Is she going to get married?	Yes, she is.	No, she isn't.	Where is he going to stay?	Here.
Are you going to leave soon?	Yes, I am.	No, I am not.	What are they going to buy?	Some fruit.
Are they going to play chess?	Yes, they are.	No, they aren't.	Who are you going to visit?	My aunt.



Exercise 4 : Work in pairs. Ask and answer questions about the pictures.

1



A : What is he going to do?

B : He is going to drink tea.

2



A : ....

B : ....

3



A : ....

B : ....

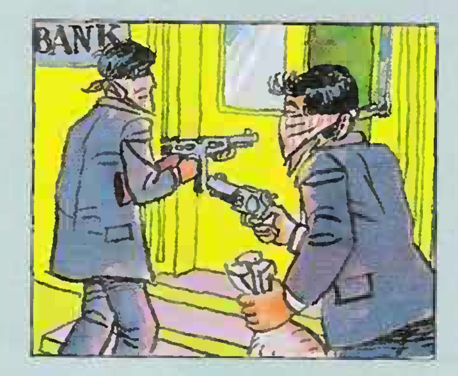
4



A : ....

B : ....

5



A : ....

B : ....

6



A : ....

B : ....

7

A : ....

B : ....

8

A : ....

B : ....

Exercise 5: Look at Mary's schedule and make sentences.

21 Monday buy a skirt	24 Thursday paint the kitchen door
22 Tuesday visit Mrs. Miller	25 Friday go shopping
23 Wednesday go swimming	27 Sunday do the washing

1. Mary is going to buy a skirt on Monday.
2. ....
3. ....
4. ....
5. ....
6. ....



6 : Look at Jack's plans for next week and make a dialogue as in the example. Then make your own plans for the week. Talk about them with your partner.



Jack's schedule	
SUNDAY	play football - 4:00 p.m.
MONDAY	visit Brian
TUESDAY	watch TV - night
WEDNESDAY	play baseball - 4:00 p.m.
THURSDAY	go to Tom's party - afternoon
FRIDAY	walk in the park - morning
SATURDAY	go swimming - 2:00 p.m.

Example :

Joe : Shall we go to the park on Sunday, Jack?
Jack : I'm afraid I can't.
Joe : Why not?
Jack : I'm going to play football on Sunday.
Joe : What time?
Jack : At 4:00 p.m.
Joe : Can I come with you?
Jack : Yes, of course.

Your schedule	
SUNDAY	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	



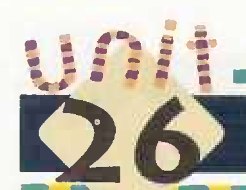
7 : Make a shopping list. Ask your friend what he/she is going to buy and what he/she is going to do with the items.



Example :

MENSUR'S SHOPPING LIST	Your shopping list
a camera some paint some fruit	....

Muzaffer : What are you going to buy?
Mensur : I am going to buy a camera, some paint and some fruit.
Muzaffer : A camera! What are you going to do with it?
Mensur : I'm going on a picnic with my friends. I'm going to take pictures...



The future "will"

A

We use will for actions which the speaker predicts will happen in the future. The speaker states his own prediction or opinion about something in the future.
We can use verbs such as think, hope, believe, wonder, be sure, etc. with will.



Affirmative	Negative
I will finish this book.	I won't finish this book.
You will see him tomorrow.	You won't see him tomorrow.
He will ride his bike.	He won't ride his bike.
She will be late tomorrow.	She won't be late tomorrow.
It will rain tomorrow.	It won't rain tomorrow.
We will have a picnic soon.	We won't have a picnic soon.
You'll pass the exam.	You won't pass the exam.
They'll work there.	They won't work there.

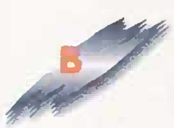
Question	Answer
Will you finish this book?	Yes, I will.
Will I see him tomorrow?	No, you won't.
Will he ride his bike?	Yes, he will.
Will she be late tomorrow?	Yes, she will.
Will it rain tomorrow?	No, it won't.
Will you have a picnic soon?	Yes, we will.
Will we pass the exam?	Yes, you will.
Will they work there?	Yes, they will.

Note: The short form of **will** is **'ll** and the short form of **will not** is **won't**.

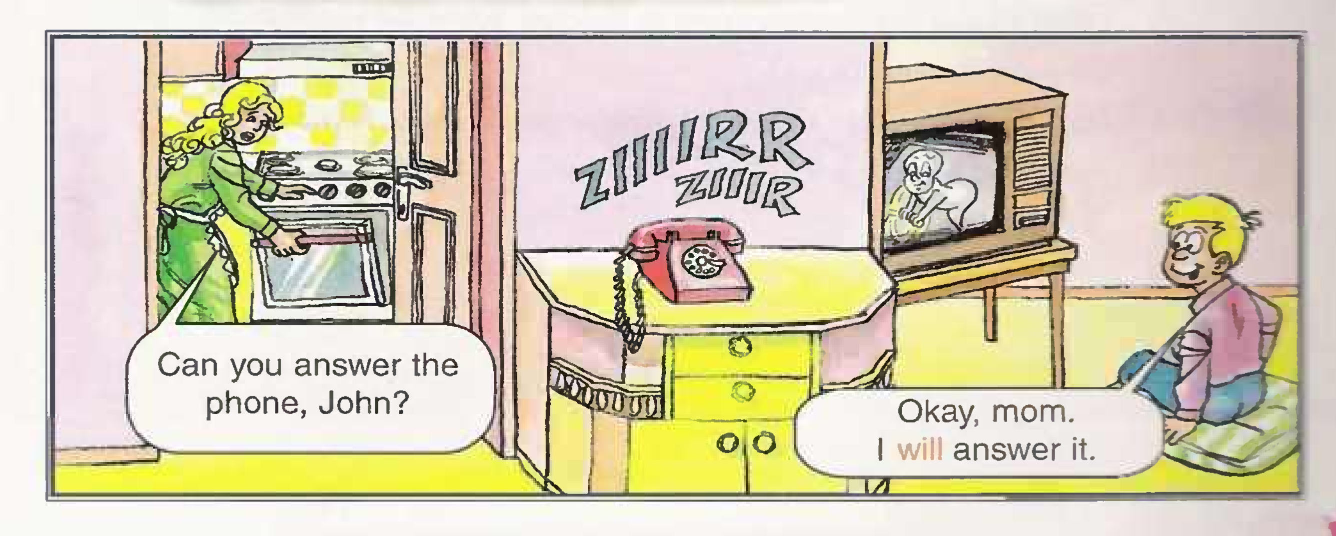
Exercise 1 Fill in the blanks using the verbs in the parentheses.



You ....will marry......... (marry) a nice girl. You ....(have) three children. All of them .... (be) girls. Two of them ....(be) doctors. The little one .... (become) a famous tennis player. You .... (live) a long life. You ....(have) an expensive car and a beautiful house. But your house .... (catch) fire and it .... (burn down). You .... (have) some health problems. However, you .... (overcome) your problems and .... (become) healthy again.



We use will for actions which the speaker decides to do at the moment of speaking.



Exercise 2 :

Make a decision about each of the following situations.

Example :

(Betty has a birthday party next Saturday.)
I'll buy her a novel as a present.

1. (There is a fire next door!)

....

2. (Someone is knocking on Nicole's door.)

....

3. (His son's bicycle has a flat tire.)

....

4. (The children are very tired.)

....

5. (Mother needs some eggs to bake a cake.)

....

Exercise 3 :

Imagine that your teacher announces an unexpected holiday. Talk about your plans with your friends.

Example :

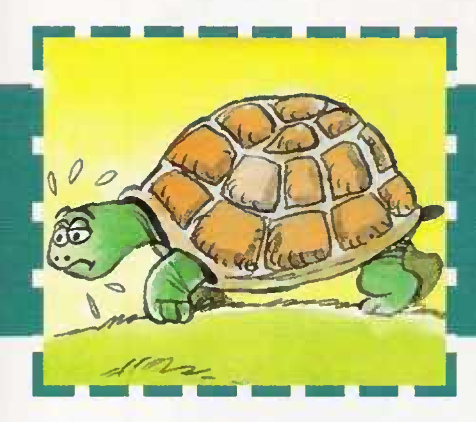
A : I think I'll visit my grandparents in Antalya. What will you do? Do you have any plans?

B : No, I don't. Maybe I' ll stay at home with my family. Perhaps I will read some books.

unit 27

Adjectives and adverbs

We usually use adjectives (good, beautiful,...) to describe nouns. But we usually use adverbs (well, beautifully,...) to describe verbs.



Turtles are **slow** animals.
They walk **slowly**.



She is a **careful** driver.
She drives **carefully**.



Emre is a **good** swimmer.
He swims **well**.

1. We usually add -ly to an adjective to make it an adverb.

Adjective	Adverb
careful	carefully
quick	quickly
loud	loudly

2. We drop -y and add i and -ly to change adjectives ending in a consonant +y into adverbs.

Adjective	Adverb
angry	angrily
happy	happily
noisy	noisily

3. Some adverbs are irregular.

Adjective	Adverb
good	well
fast	fast
late	late
hard	hard
early	early



Rewrite the following sentences.

Example : Rami is a good speaker. He speaks well.............................

1.	Jack is a fast runner.	....
2.	John is a slow swimmer.	....
3.	Bob is a happy singer.	....
4.	Furkan is a hard worker.	....
5.	Selim is a loud guitar player.	....



Fill in the blanks with an adjective or an adverb from the list.

quiet	fast	late	careful	carefully	fast	late	quick	quietly	quickly

1. Rabbits are .....fast..... animals. They move....................................... .
2. Read the passage ....
3. Sh! Be ....
4. These are difficult questions. Answer them............................ .
5. Don't be .... I can't wait for you!





Put the words into the right chest.

bad
slow
slowly
badly
easy
correct
hard
late
fast
early
easily
heavy
bad
noisily
heavily
correctly

ADVERBS
ADJECTIVES
ADJECTIVES & ADVERBS

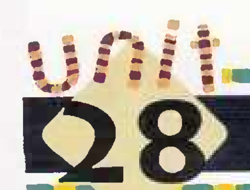


Ask your partner to think of someone or something. Guess who or what it is. Use adjectives or adverbs in your questions.

Example :

A : Is it an animal or a person?
B : He is a person.
A : Is he a singer?
B : Yes, he is.
A : Does he sing well or badly?
B : He sings well.
A : Does he sing folk or pop music?
B : He sings pop music.
A : Is he Barış Manço?
B : Yes, he is.





unit 28 The simple past tense



A We use the simple past tense for actions which happened at a particular time in the past.



Fatih Sultan Mehmet conquered Istanbul **in 1453.**

Affirmative			Negative		
I	worked	yesterday.	I	didn't work	yesterday.
You	called	him yesterday.	You	didn't call	him yesterday.
He	watched	TV last night.	He	didn't watch	TV last night.
She	drank	tea this morning.	She	didn't drink	tea this morning.
It	rained	yesterday.	It	didn't rain	yesterday.
We	went	to Rome last year.	We	didn't go	to Rome last year.
They	swam	yesterday.	They	didn't swim	yesterday.



B Spelling rules.

To form the **simple past tense**:

1 Add -ed		2 Add -d		3 Add -ied		4 Add -ed	
To most regular verbs		After a consonant +e		After a consonant +y, change the -y to -i and add -ed		After a vowel + a consonant, double the consonant and add -ed (for one-syllable verbs only)	
listen	listened	live	lived	study	studied	beg	begged
walk	walked	arrive	arrived	carry	carried	stop	stopped
start	started	like	liked	try	tried	rub	rubbed

Note: Don't double **w**, **x**. e.g. fi**x** - fix**ed** sno**w** - snow**ed**

* *For a list of* ***irregular verbs****, see Appendix.*

Exercise 1

Fill in the blanks with the past tense form of the following verbs.

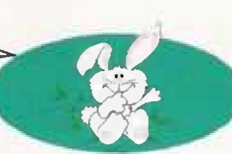


clap cry watch arrive visit fix start

1. I ....visited.......... my aunt last Sunday.
2. Tom .... television last night.
3. The boy............................ because he was hungry.
4. The game .... ten minutes ago.
5. The plane .... at 9:15 this morning.
6. The mechanic .... the car yesterday.
7. The audience .... at the end of the performance.

Exercise 2

Fill in the blanks with the past tense form of the following verbs.



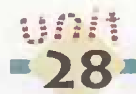
tell write eat drink buy have

1. He .....bought.......... a new car yesterday.
2. Ali .... a letter this morning.
3. He .... a lot of water because he was thirsty.
4. The boy .... two sandwiches for lunch.
5. Grandma .... me a very interesting story last night.
6. We .... dinner at a restaurant last night.

Exercise 3

Look what Ali and Hasan did and didn't do yesterday. Ask questions and give full answers.

	get up early	have breakfast	read a newspaper	swim	ride a bicycle
Ali	✓	✓	–	–	–
Hasan	✓	–	✓	✓	–
Me					



The simple past tense

Example :

1. A: Did Ali get up early yesterday?

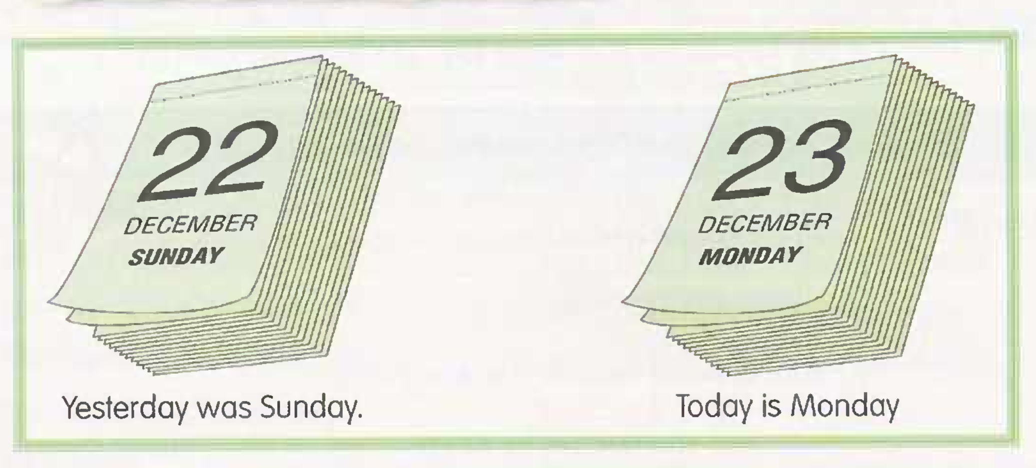
   B: Yes. Ali got up early yesterday.

2. A: Did Hasan have breakfast yesterday?

   B: No. Hasan didn't have breakfast yesterday.



We use was/were to talk about the past.
Was/were are the past forms of be.



Yesterday was Sunday. Today is Monday

Affirmative	Negative
I was a student last year.	I wasn't a student last year.
Tom was ill yesterday.	Tom wasn't ill yesterday.
We were at school.	We weren't at school.
They were in the car.	They weren't in the car.

Question	Short answer	
Were you a student last year?	Yes, I was.	No, I wasn't.
Was Tom hungry?	Yes, he was.	No, he wasn't.
Were you at school?	Yes, we were.	No, we weren't.
Were they in the car?	Yes, they were.	No, they weren't.

Exercise 4: Fill in the blanks. Use **was/were.**

1. Mary and Susan ......were...... ill yesterday.
2. The weather .... very hot last Saturday.
3. The students .... at the theater last night.
4. Betty .... in Germany last summer.
5. My brother and I .... at the football stadium on Saturday.
6. .... it cold yesterday?

Exercise 5: Imagine that a burglar broke into your house last night. You saw him running away and immediately called the police. Now work in pairs. Ask and answer questions about the burglary.

Example :

Policeman : What is the matter?

You : A burglar broke into my house.

Policeman : Was he fat or thin?

You : ....

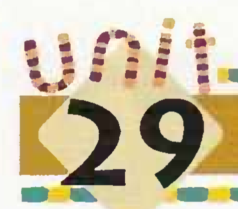
.

.

.

Policeman : Did he steal anything from your house?

You : Yes, he stole my mother's bracelets and........

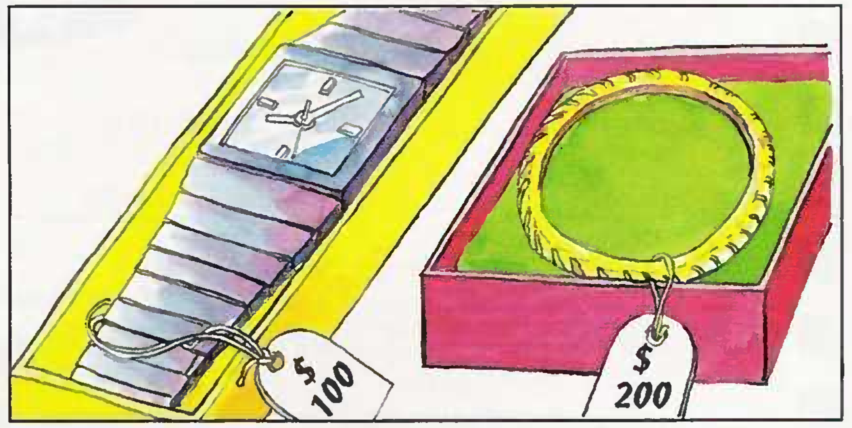


Unit 29 Comparison of adjectives

A We use the comparative form of adjectives to compare one person, thing, etc. with another.



Alex is tall. John is taller than Alex.



The watch is expensive. The bracelet is more expensive than the watch.

1

Add -er			
To one-syllable adjectives		After a vowel & a consonant, double the final consonant	
cold	colder	hot	hotter
wild	wilder	fat	fatter
old	older	big	bigger

2

Add -r	
To one-syllable adjectives ending in -e	
wide	wider
late	later
large	larger

3

Irregular	
A few adjectives have irregular comparative forms	
good	better
bad	worse
far	further or farther

4

Add -ier	
To two-syllable adjectives after a consonant & -y	
easy	easier
early	earlier
happy	happier

5

We use more	
With two or more syllable adjectives	
beautiful	more beautiful
famous	more famous
useful	more useful





Fill in the blanks using the comparative form of the following adjectives.

big cheap fast cold long heavy

1. A plane is ......faster........ than a car.
2. The Nile is .... than the Mississippi.
3. A bike is .... than a motorbike.
4. An encyclopedia is .... than a pencil.
5. A city is .... than a village.
6. Winter is .... than fall.



B We use the superlative form of the adjective to compare three or more people, things, etc. or their actions.



Oranges are cheap. Apples are cheaper than oranges. Grapes are the cheapest fruit in the market.

The superlative form of adjectives.

1. We use -est, -st or -iest to form the superlative of one - syllable adjectives.

old	older	the oldest	wet	wetter	the wettest
large	larger	the largest	big	bigger	the biggest
happy	happier	the happiest	late	later	the latest

2. We use most to form the superlative of adjectives that have two or more syllables.

comfortable	more comfortable	the most comfortable
interesting	more interesting	the most interesting

3. A few adjectives have irregular superlative forms.

good	better	the best
bad	worse	the worst
little	less	the least
far	farther	the farthest (further / the furthest)

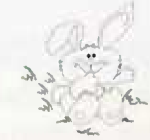
Exercise 2:

Fill in the blanks using the superlative form of the following adjectives.

big   noisy   long   bright   high

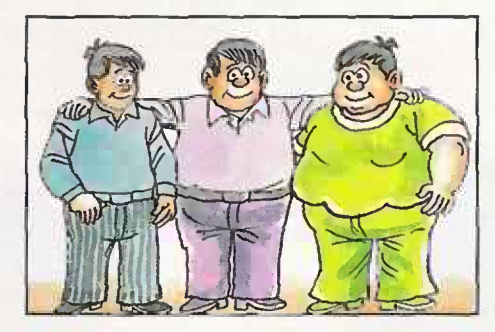
1. The Mississippi is ...the longest... river in the world.
2. Everest is .... mountain in the world.
3. Lake Van is .... lake in Turkey.
4. Who is .... student in your class?
5. I don't want to live here. This is .... part of the city.

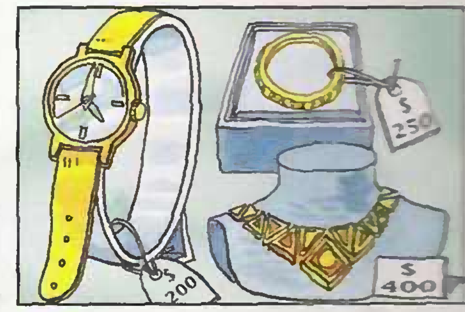
Exercise 38



Look at the following pictures and make sentences.



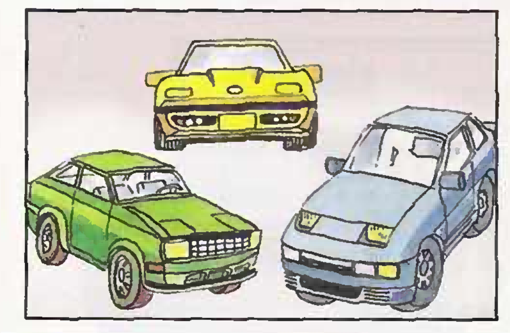


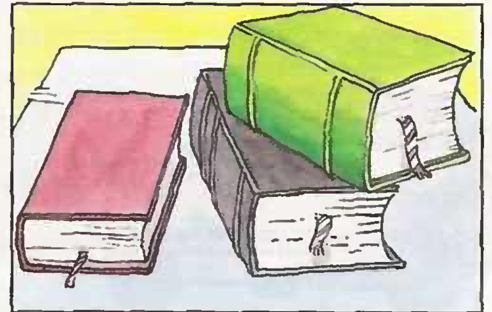


1 Sue is short.
Sharon is shorter than Ali.
Julia is the shortest of all.

2 Tom..
Bill..
James..

3 The watch..
The bracelet ....
The necklace..





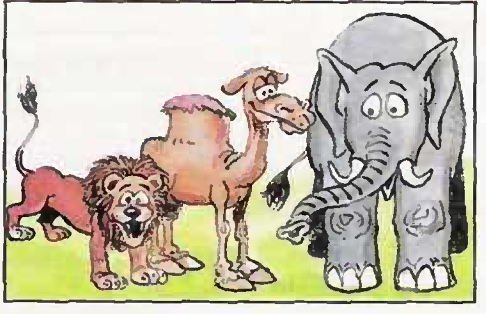


4 The yellow car ....
The green car ....
The blue car ....

5 The brown book ....
The green book..........................
The black book..........................

6 Susan ....
Mary ....
Jane ....





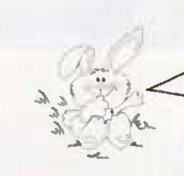


7 The green chair ....
The blue chair......................
The yellow chair......................

8 The lion ....
The camel ....
The elephant ....

9 The box ....
The sack ....
The rock..

Exercise 4 :



Look at the cars below. Then compare them. Work in pairs. Ask questions and answer them.

RENAULT



200 km/h
$ 10,000
1990

BMW



180 km/h
$ 8,000
1985

PORSCHE



220 km/h
$ 15,000
1996

ROVER



160 km/h
$ 6,000
1980

You can use these adjectives.

fast /slow
cheap / expensive
old / new
...
economical
comfortable
good looking
reliable
....

Example :

A	:	Which car is more expensive, Renault or BMW?
B	:	Renault is more expensive.
A	:	Which car is more comfortable?
B	:	Renault is more comfortable.
......		....



Unit 30 Must (obligation) & mustn't (prohibition)



We use must to express an obligation which the speaker imposes on himself/herself or on others.



Affirmative

I	must	study hard.
You	must	eat your food.
He	must	take some medicine.
She	must	help her mother.
It	must	stay here.
We	must	speak English every day.
You	must	write a letter to your parents.
They	must	wake up early.



Exercise 1: Match the following statements.



1. Your train is here.
2. I have a guest today.
3. This road is dangerous.
4. I have a difficult exam tomorrow.
5. Your time is up.

a. I must clean the house.
b. You must hand in your papers now.
c. You must hurry.
d. You must drive carefully.
e. You must study hard.



Must (obligation) & mustn't (prohibition)



Look at the pictures and the information in the parentheses and make sentences.

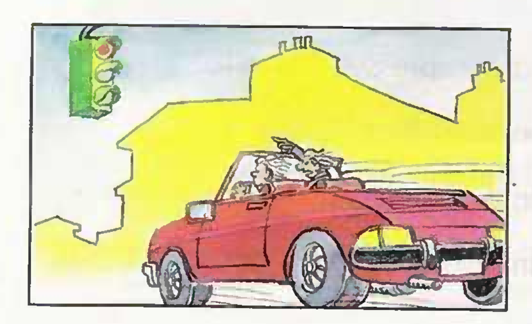




1

(finish your food)

Mother: You must finish your food.



2

(slow down)

Sally : ....



3

(go to work by bus)

Mr. Brown : ....



4

(hurry)

Akif : ....



5

(stay in bed and take this medicine)

Doctor: ....





B We use mustn't to express prohibition.

You mustn't park your car here!



Note: **can't** also expresses prohibition.

e.g. You **can't** park here.

You **can't** use a dictionary in your exams.

You **can't** play football in front of my house.

Negative		
I	mustn't	stay up late.
You	mustn't	speak in the library.
He	mustn't	smoke here.
She	mustn't	eat sweets.
It	mustn't	be here.
We	mustn't	get up late.
You	mustn't	cheat in the exams.
They	mustn't	fight with each other.

Exercise 3: Look at the pictures and write the correct sentences below.

- You mustn't fish here.
- You mustn't pet it.
- You mustn't walk on the grass.
- You mustn't drop litter in the park.
- You mustn't talk loudly in the hospital.
- You mustn't light fires in the forest.





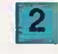








You mustn't fish here. ....





....

3



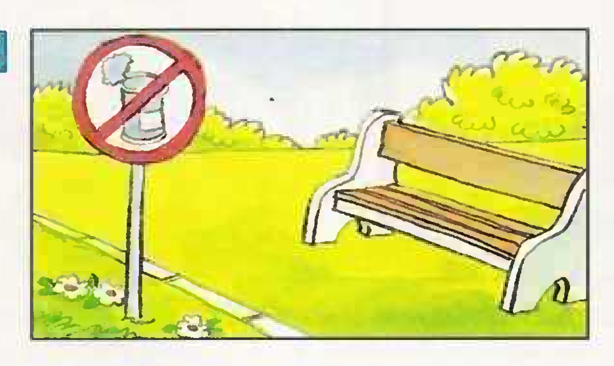
....

4



....

5

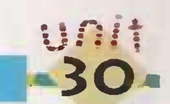


....

6



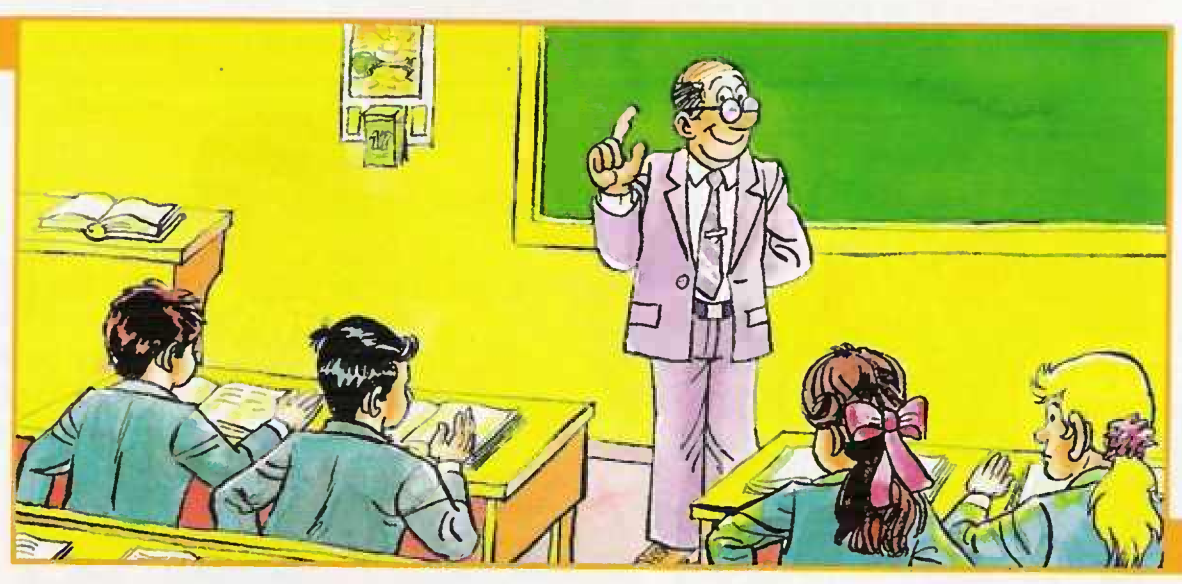
....



Exercise 4 :

Mr. Jackson is telling his students what they **must** do or **mustn't** do. Fill in the blanks.





You (1) ...must... listen to me carefully now. You (2) .... take notes during the lessons. You (3) .... make any noise. You (4) .... talk to your friends. You (5)....................participate in the lessons. You (6) .... sleep in class. You (7) .... raise your hand when you want to ask or answer a question. You (8) .... speak in English. You (9) .... speak in your native language during English lessons. You (10) ....do your homework regularly and you (11) .... watch too much TV. You (12) .... go to bed early and you (13) .... get up early. You (14) .... study hard for the exams. You (15)................... get good grades. You (16) .... get bad grades. Don't forget these things!

Exercise 5 :

Imagine that you are hiking in the forest. You see a snake. What must and mustn't you do?

Example : I must try to run away.
I mustn't panic.
....

unit 31 Have to (obligation)

We use have to to express a strong obligation imposed by someone else (an authority for example). We use don't/doesn't have to to express no obligation.



Affirmative

I	have to	work till eight.
You	have to	wear a uniform.
He	has to	shave every day.
She	has to	wash the dishes.
It	has to	be here.
We	have to	clean the room.
You	have to	take two exams.
They	have to	pay their taxes.

Negative

I	don't have to	work till eight.
You	don't have to	wear a uniform.
He	doesn't have to	shave every day.
She	doesn't have to	wash the dishes.
It	doesn't have to	be here.
We	don't have to	clean the room.
You	don't have to	take two exams.
They	don't have to	pay their taxes.

Exercise 1: Complete the sentences. Use **have to, don't have to, has to** or **doesn't have to.**

1. Mustafa has an exam tomorrow. He has to study hard tonight.
2. I'm going abroad next week. I ....
3. The traffic lights are on red. You ....
4. She is a teacher. She ....
5. Today is Sunday. The students ....

work five days a week.
go to school.
study hard tonight.
stop.
take my passport.

Exercise 2 :

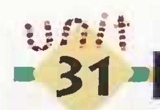


Complete the sentences using **have to, don't have to, has to** or **doesn't have to** .

work on Sundays | vote | find the key | sign your name | wear a uniform | have a watch

1. A referee has to have a watch.
2. I .... to open the door.
3. A policeman ....
4. He works at a bank. He ....
5. You .... on the attendance list.
6. Every citizen .... in elections.

Question	Short answer	
Do I have to work?	Yes, you do.	No, you don't.
Do you have to go?	Yes, I do.	No, I don't.
Does he have to leave?	Yes, he does.	No, he doesn't.
Does she have to run?	Yes, she does.	No, she doesn't.
Does it have to start?	Yes, it does.	No, it doesn't.
Do we have to read?	Yes, you do.	No, you don't.
Do you have to finish now?	Yes, we do.	No, we don't.
Do they have to wake up early?	Yes, they do.	No, they don't.



Unit 31 Have to (obligation)

Exercise 3



Look at the chart below and write what Ali **has to** do or **doesn't have to** do.

In the morning		In the evening	
get up early	+	cook dinner	–
have breakfast	+	wash the dishes	–
buy a newspaper	–	do homework	+
do the shopping	–	brush his teeth	+

Example : Ali has to get up early in the morning.
He doesn't have to cook dinner in the evening.

1. .... 4. ....

2. .... 5. ....

3. .... 6. ....

Exercise 4

Find out what your father or mother **has to** do or **doesn't, have to** do at work. Then make a dialogue as in the example.

Example :

A : What does your father do?
B : He is a policeman.
A : What does he have to do at work?
B : He has to wear a uniform.
A : Does he have to work late?
B : Yes, he does.

Exercise 5

Ask your friend to think of a job. Guess what it is. Ask only yes/no questions using **have to**.

Example :

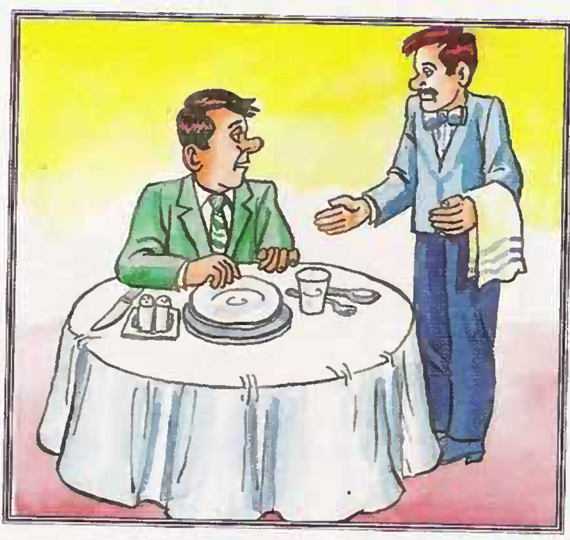
A : Do you have to wear a uniform?
B : No, I don't.
A : Do you have to work in an office?
B : No, I don't.
A : Do you have to look after animals?
B : Yes, I do.
A : Are you a farmer?
B : Yes, I am.

Unit 32 Offers



A

We use would you like (to) ...? to express an offer.



A : What would you like to drink?
B : Coffee, please.

Offer
Would you like a cup of tea?
Would you like a glass of water?
Would you like me to help you?
Would you like to play outside?

Accepting	Refusing
Yes, please.	No, thanks.
Thanks.	No, that's all right. Thanks.
That's nice of you. Thanks.	No, I can do it myself.
That's a good idea.	I'm sorry, I can't. I feel tired.

Exercise 1



Match the questions in Section A with the responses in Section B.

Section A

1. Would you like to watch TV?
2. Would you like something to drink?
3. Would you like me to type this letter for you?
4. Would you like a glass of water?
5. What would you like to do this weekend?
6. Would you like to be a teacher?
7. Would you like me to send this postcard?
8. Would you like to take my umbrella?
9. What would you like to listen to?
10. Would you like me to come with you?

Section B

a. Yes, okay.
b. That would be great. My typing is not so good.
c. We can go to my uncle's farm.
d. No, thanks. I would rather listen to the radio.
e. I like pop music.
f. Yes. Coffee, please.
g. Yes. I'm very thirsty.
h. Yes. I like teaching.
i. Yes. Thank you very much.
j. Yes, please. It's raining outside.



We also use Shall I .....? to express an offer.

Shall I carry the bag for you?

Offer	Accepting	Refusing
Shall I call a taxi?	That would be great.	No, thank you.
Shall I open the door?	Yes, please.	No, it is cold here.
Shall I lend you some money?	That's very kind of you.	No, thank you. I have enough.
Shall I give you a lift?	Thank you.	No, thanks. My car is over there.

Exercise 2:

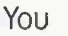


Match the following.

1. Shall I help you with your homework?
2. What shall I buy from the supermarket?
3. You look bored. Shall I turn on the TV?
4. You are tired. Shall I give you a hand?
5. It is raining outside. Shall I give you an umbrella?

- [5] Yes, thank you.
- [ ] That's very kind of you.
- [ ] Some vegetables and some fruit, please.
- [ ] Yes, that's a good idea.
- [ ] No, thanks. I can do it myself.

Exercise 3:



Imagine one of your friends is visiting you.
Work in pairs. Make offers and respond to them.

You : Would you like to have some Coke or some orange juice?
Your friend : Orange juice, please.
You : Here you are.
Your friend : Thank you. That's very kind of you.
You : Shall I turn on the TV?
Your friend : Yes, that's a good idea.

Exercise 4:



Imagine that you are in a restaurant. Work in groups. One of you is the waiter and the others are customers. Make dialogues as in the example.

Example :

Waiter : What would you like to have, sir?
Customer : I'd like some kebabs, please.
Waiter : Shall I bring you a bowl of soup, first?
Customer : No, thanks.
Waiter : Would you like something to drink ?
Customer : ....

.
.
.

APPENDIX

Irregular Verbs

verb	past tense	past participle
be (am/is/are)	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
deal	dealt	dealt
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left

verb	past tense	past participle
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Speed Up GRAMMAR 1

A practice book specially designed for secondary school learners

- Clear, simple grammar explanations
- Instructive, enjoyable activities
- Vivid, eye-catching illustrations
- Creative, appealing design
- Suitable for both self-study and class work



Speed Up GRAMMAR

2

İsmail Aygün
Mahmut Terci
İsmail Tavacı


Sürat English Language Teaching

Speed Up GRAMMAR

A practice book for
secondary school learners



İsmail Aygün
Mahmut Terci
İsmail Tavacı


Sürat English Language Teaching

Contents



Articles (a/an-the)



This is Tom's room. There is a bed in his room. There is a basketball next to the bed. There is a closet behind the bed. There is an umbrella on the closet door. There are clothes in the closet. There is an armchair between the closet and the TV. There is a desk by the window. Tom is studying at the desk.



The Indefinite Article (a/an)

1 Use a before singular nouns beginning with a consonant sound.

a chair	a butterfly
a bank	a secretary
a tree	a university

2 Use an before singular nouns beginning with a vowel sound.

an island	an apple
an orange	an envelope
an umbrella	an hour

3 Use a/an when you are talking about people or things for the first time or in general.

- I live in an apartment.
- Tom bought a new car.
- There is a man outside.

4 Use a/an when you are talking about people's jobs, religions, nationalities, etc.

- John is an engineer.
- Mehmet is a Muslim.
- Ahmet is a Turk.

unit 1 Articles (a/an-the)



Exercise 1 Write **a** or **an** in the blanks.

1. Alex worked as ....a..... tour guide last year.
2. Bob graduated from university. Now he is .... architect.
3. There is .... stranger outside.
4. It takes .... hour to get there.
5. Can you ride .... horse?
6. Kemal is studying for .... exam. He is .... student.
7. I ate .... hamburger and drank .... glass of Coke for lunch yesterday.
8. George is .... lawyer. He works in .... office in Chicago.
9. There is .... letter on the table. Open it!
10. Tom has .... aunt and .... uncle.

Activity 1

Put a blindfold on one of your classmates. Lay five objects on your desk. Tell your classmate to touch the objects and say what they are, using the indefinite article (**a**/**an**). He/she gets one point for each correct answer.







B The Definite Article (the)

1 **Use the before uncountable nouns and singular and plural countable nouns.**

the milk | the book | the teachers

2 Use the when you are talking about a particular person or thing.

I know the tall man over there, but I don't know the boy with the green sweater.

3 Use the before a noun which was mentioned earlier.

There was a market here five years ago. There was a pharmacy next to the market.

4 **Use the before known people or things.**

I want to talk to the teacher today.

Is Tom in the classroom?

5 Use the before nouns which are unique.

The equator is an imaginary line around the earth.



Exercise 2

Write **a/an** or **the** in the blanks.

1. Pass me ...the.... salt, please.
2. Is there .... umbrella in Tom's room?
3. Where is .... post office?
4. I can see a lot of stars in .... sky tonight.
5. I saw .... football coach yesterday. He was coaching .... football team.
6. Where is George? Is he in .... kitchen?
7. Bob wants to be .... engineer.
8. .... sun is at the center of .... solar system.
9. John, you should see .... doctor today. You are very ill.
10. There is .... good film on TV tonight. I think that you'll like .... actors in .... film.

Activity 2

Form two teams. Look at the picture for 30 seconds and then close your books. Ask and answer questions about the location of the buildings. Use the definite article. Each correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: Where is the school?
Team B S1: The school is next to the market.
Teacher: That's right! Team A gets one point.





Omission of Articles

Don't use a/an or the before plural nouns and uncountable nouns when talking about things in general.

- I like **potatoes**.
- Babies drink **milk**.
- **Tea** is very popular all over the world.

Don't use a/an or the before countries, towns, streets, languages, magazines, meals, airports, and stations.

- I'm going to have **lunch** with Jack today.
- I bought ***Cosmopolitan*** at **Grand Central Station**.

Don't use a/an or the before certain places and forms of transportation.

- Bob is at **work** now.
- I go to school by **bus** every day.



Exercise 3 Write **a/an** or **the** if necessary.

1. Kate really likes .... tea.
2. Bob is at .... home now.
3. Do you always ride .... subway?
4. A car is smaller than .... bus.
5. What time do you usually have .... dinner, John?
6. Have you ever been to .... China?
7. Where is .... newspaper, Jeff?
8. Tina will wash .... dishes tonight.
9. .... Germany is .... country in .... Europe.
10. .... weather is very nice today, isn't it?
11. Do you speak .... French?
12. Eric traveled across Russia by .... train.

Follow-up

Exercise 4 Write **a/an** or **the** in the blanks.



The Tortoise and the Hare

One day ....a... tortoise and .... hare find .... apple in .... forest. "I'm very hungry," says .... hare. "I'm going to eat this apple."

"But I'm hungry too!" .... tortoise exclaims. "I want to eat .... apple."

"Let's have .... race," suggests .... hare. "We'll go from here to that big oak tree. Whoever wins .... race gets .... apple!"

.... tortoise agrees to .... contest, and .... hare shouts, "On your marks, get set, go!" Both animals start off toward .... oak tree.

.... hare quickly runs ahead of .... tortoise. When he is half way to .... tree, ... hare stops and looks back. .... tortoise is far behind. "I'm .... fast runner," .... hare says to himself, "and .... tortoise is .... very slow walker. I can take .... nap for a while and still beat him!"

.... hare lies down and falls fast asleep. While he is sleeping, ... tortoise continues to walk. He is very slow, but he never stops. He passes .... hare and keeps walking.

Just as .... tortoise is about to reach .... oak tree, ... hare wakes up. He sees .... tortoise and races to catch up with him. .... hare runs as fast as he can, but .... tortoise touches .... oak tree first. .... tortoise wins .... race and eats .... apple.

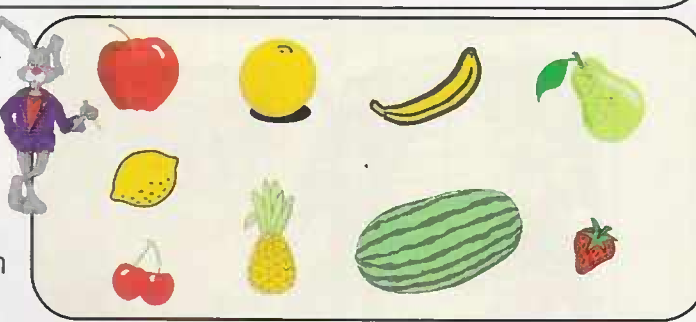


Activity 3

Form two teams. Look at the picture for 30 seconds and then close your books. Ask and answer two questions about the different kinds of fruit. Use the indefinite and definite articles. Each correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: Is there an apple in the picture?
Team B S1: Yes, there is an apple in the picture.
Teacher: That's right! You get one point.
Team A S2: Where is the apple?
Team B S2: The apple is to the right of the orange.
Teacher: No, it's to the left of the orange. You don't get a point. Now it's team B's turn to ask two questions.

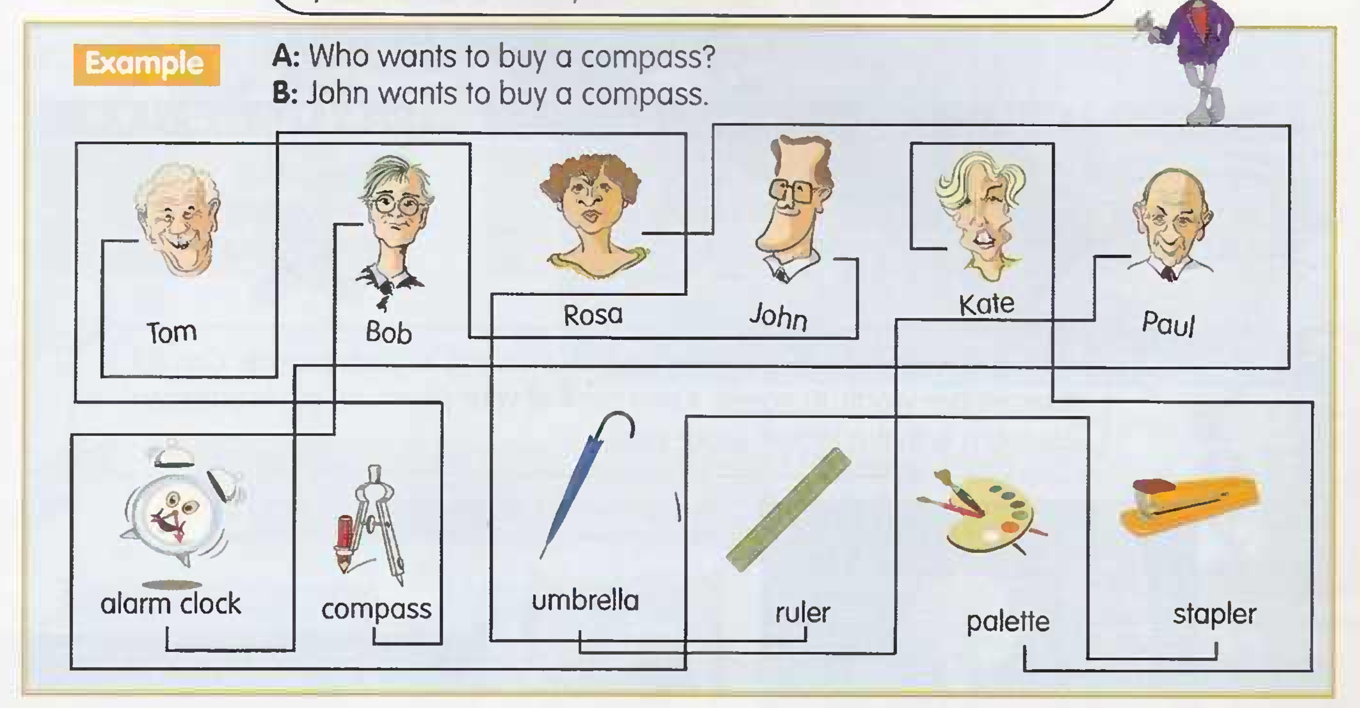


Activity 4

Work in pairs. Ask and answer questions about what each person wants to buy. Use the indefinite or definite articles.

Example

A: Who wants to buy a compass?
B: John wants to buy a compass.

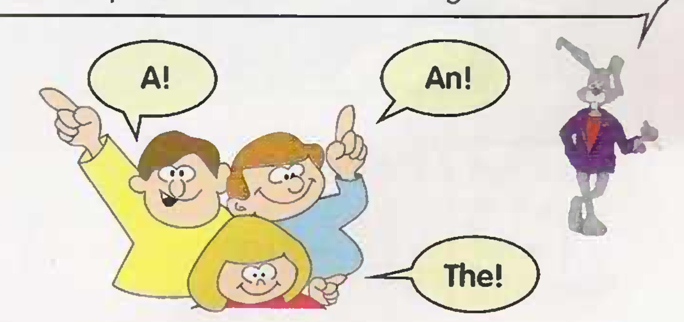


Activity 5

Form two teams. Listen to your teacher's statements. Take turns saying **a**, **an**, or **the** when necessary. Each correct response is worth one point. The team with the higher score wins.

Example

Teacher: Bob is going to .... cinema tomorrow.
Team A: The!
Teacher: That's right! One point for team A! There is .... pencil on my desk.
Team B: An!
Teacher: No. There's a pencil on my desk. No point for team B.





Unit 2 The Present Continuous Tense



A We use the present continuous for actions happening at the moment of speaking.



The children are playing in the park.



Be quiet. Your brother is sleeping.

Question	Negative	Affirmative
Are you working?	I am not working.	I am working.
Is he running?	He is not running.	He is running.
Are they studying?	They are not studying.	They are studying.

Activity 1

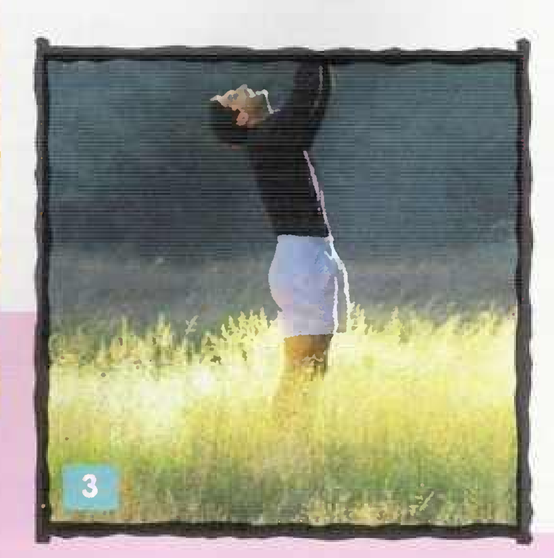
Form two teams. Try to guess what is happening in each picture. Correct guesses are worth 10 points. Keep track of your points on the scoreboard. The team with the higher score wins.



1



2



3

Example

Team A S1: Is the girl writing a letter?
Teacher: No, she isn't writing a letter.
Team B S1: Is she baking a cake?
Teacher: No, she's not baking a cake.
Team A S2: Is she . . . ?



4

5

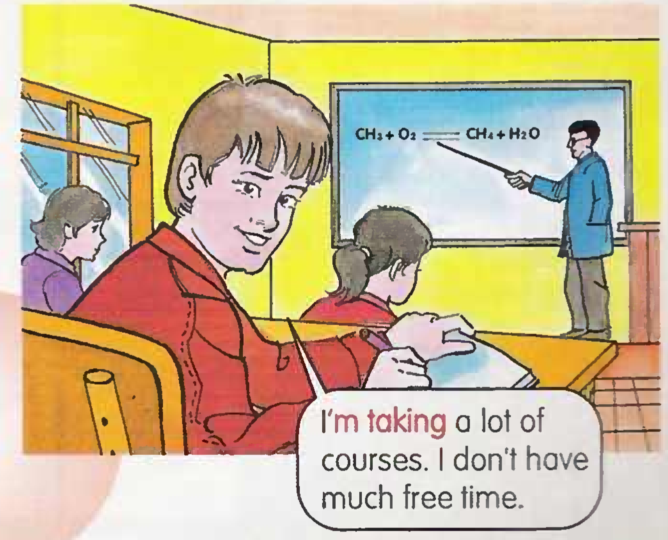
6

SCOREBOARD

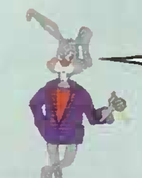
	A	B
1		
2		
3		
4		
5		
6		

B We use the present continuous for actions happening around this time but not exactly at the moment of speaking.





Exercise 1



Complete the dialogue using the present continuous of the verbs in parentheses.

Jack: Hello, Peter.
Peter: Jack! What a nice surprise! How are you?
Jack: I'm fine, and you?
Peter: I'm OK.
Jack: What ......are you doing........ (you/do) these days?
Peter: I .... (take) a computer course. How about you? Did you finish high school?
Jack: Yes, last spring. I .... (work) in a travel agency now, but I .... (look for) a new job.
Peter: What about your sister, Jane?
Jack: She's a senior this year. She .... (study) hard for her final exams. By the way, what .... your brother .... (do)?
Peter: He .... (work) in a publishing company.
Jack: Great! Well, I've got to go now, Peter.
Peter: OK. See you later.
Jack: Bye.

Activity 2



Work in pairs. Ask and answer questions about what your family members are doing these days. Write your answers in the chart.

Example

A: What's your brother doing these days?

B: He's taking driving lessons. . . . How about your brother? What's he doing?

A: He's . . .

My father	My mother	My brother	My sister	My uncle

My partner's father	My partner's mother	My partner's brother	My partner's sister	My partner's uncle
		is taking driving lessons.		



C We use the present continuous when we talk about a fixed arrangement in the near future.



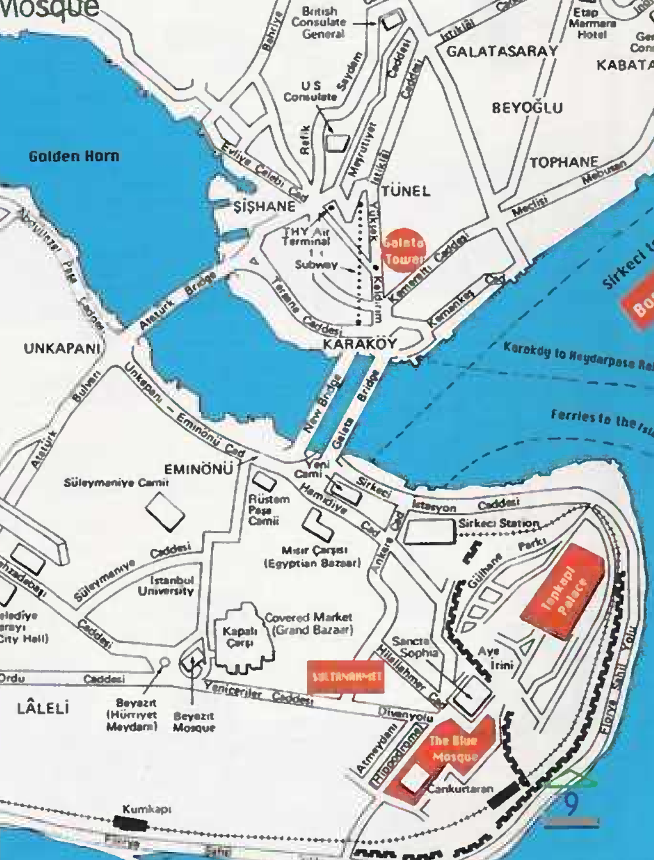
Exercise 2

Help Burak write his letter to Berk. Burak wants to tell his friend about his one-day trip to Istanbul next Saturday. Match the words and phrases below and then use them to finish Burak's letter in the present continuous tense.



after that
first
then
finally
next

- eat lunch at the Galata Tower Restaurant
- tour Topkapi Palace
- ride the streetcar to Sultanahmet
- take a cruise on the Bosphorus
- visit the Blue Mosque

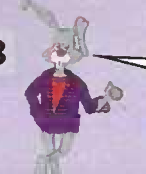


Burak Yıldız
42 Hal Street
Bursa
Feb. 19, 1997

Dear Berk,

I am going on a trip to Istanbul next Saturday . . .

Activity 3



Work in pairs. Make your plans for next week individually and write them on the calendar. Then try to set a time and a date with your partner to go to one of the events in the advertisements.

Example

A: I'm going to a play at the Geary Theater on Sunday evening. Would you like to come with me?

B: I'm sorry. I'm going to the cinema with Henry on Sunday.

MUSIC

Live Classical Music

AT THE MUSIC CAFE

"Sounds To Relax By"

Credit Cards Always Welcome

THEATER

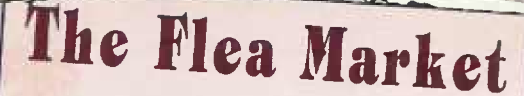
"THE NIGHT BOAT"

A popular musical comedy. Through **Feb. 5.** Call for performance dates and times. Tickets $32, $50, and $62. Geary Theater.

EARTH, OCEAN SPACE. ALL IN ONE PLACE.

In Riverside Park. At the Natural History Museum and Aquarium.

Open every day.



DISCOVER Art, Handicrafts, Collectibles, Great Food, Music & Family Fun!

A simply INCREDIBLE place—120 acres of sights, sounds and wonderful smells. You'll find a Carnival, a Festival, a Foreign Bazaar, and a World's Fair that you have to see to believe!

ADMISSION FREE!

Open every day.



THE BIG ONE

Feel A Real Earthquake

At Cinemax Theater
Shows daily 365 days a year.

A Magical Action-Packed Adventure!

FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
go to the cinema with Henry						

Follow-up

Activity 4

Work in pairs. Let your partner pretend that he/she is somewhere in the picture. Try to guess where he/she is by asking questions about what he/she is doing there. Then choose a place and let your partner try to guess where you are.

Example

A: Are you running?
B: No, I'm not.
A: Are you eating something?
B: Yes, I am.
A: Are you in the restaurant?
B: Yes, I am.

Activity 5

Work in pairs. Let your partner mime an action. Try to guess what he/she is doing. Then you mime an action too.



Example

A: Are you studying?
B: No, I'm not.
A: Are you . . . ?







Unit 3 The Simple Present Tense



A We use the simple present to talk about habits.



Mehmet usually watches TV at night.



On weekends, Mehmet and his brother fish in the river near their house.

Question	Negative	Affirmative
Do you speak French?	I do not speak French.	I speak French.
Does she wear pants?	She does not wear pants.	She wears pants.
Do they live in Indonesia?	They do not live in Indonesia.	They live in Indonesia.

Exercise 1

Complete the statements about the habits of Uzbeks.
Use the simple present of the verbs in the box.

listen	like	work	play	get up	shake	thank	say	go



Uzbeks make *sumalyak*✣ to celebrate the beginning of spring.

1. Most Uzbeks ...get up... very early in the morning.
2. In spring, Uzbeks .... in their gardens.
3. Uzbeks always .... *Es-salam** and .... hands when they meet each other.
4. Uzbeks always .... God after every meal.
5. Many Uzbeks .... to sing songs and .... to their traditional music.
6. Many Uzbek students .... to summer camps and .... different sports during summer vacation.

* *Es-salam*: Greetings.

✣ *Sumalyak*: a dessert made of wheal and sugar.



B We use the simple present to give or get general information about something.



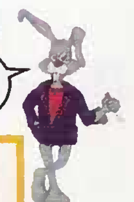
Alan: Where does your father work?
Bob: He works in a factory.



John: Do you have any children?
Tom: Yes, I have one daughter.



Exercise 2

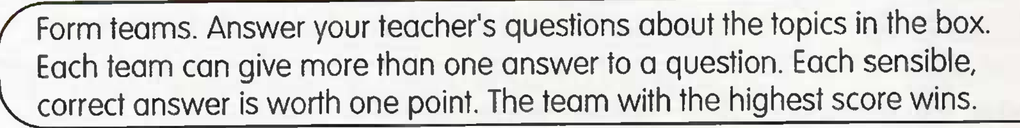


Complete the sentences using the simple present of the verbs in the box.

be
fly
smoke
have
study
~~work~~
speak
live
cost
want
act

1. Mrs. Williams ...works........ in a library.
2. Jack .... a bicycle, but he .... to buy a car.
3. Mr. Chan .... from China, but he .... at Harvard University and .... in the United States.
4. A pilot .... planes.
5. Mr. Mirjanow is very intelligent. He .... five languages.
6. That car is new. It .... a lot of money.
7. I never .... cigarettes.
8. Actors and actresses .... on stage.

Activity 1



Form teams. Answer your teacher's questions about the topics in the box. Each team can give more than one answer to a question. Each sensible, correct answer is worth one point. The team with the highest score wins.



Example

Teacher: Why do people call the police?

Team A: They call the police to report traffic accidents.

They call the police to report robberies.

Teacher: That's right! Two points for team A.

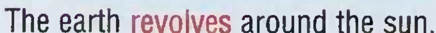
Topics

- call ~~the~~ police
- buy cars
- make telephone calls
- travel to foreign countries
- read newspapers
- write letters
- go out at night
- learn foreign languages
- watch TV



We use the simple present to talk about facts.





The earth revolves around the sun.



Polar bears live in the Arctic.

Exercise 3

Complete the sentences using the simple present of the verbs in the box.



set
come
eat
equal
freeze
rise
revolve
feed
live

1. Water ...freezes..... at minus four degrees Celsius.
2. The planets .... around the sun.
3. The sun .... in the east and .... in the west.
4. Three times three .... nine.
5. Tigers ....in India.
6. Monday .... after Sunday.
7. Vegetarians never .... meat.
8. Mammals .... milk to their babies.

Exercise 4

Write the numbers of the missing sentences in the blanks.

Pandas are mammals. ...6... . Pandas live in bamboo forests in China. .... Pandas are shy animals, and they are very difficult to catch.

Corn is one of the most important grains in the world. .... Various types of bread, cake, sausage, and ice cream contain corn. A quarter of all the items on sale in a supermarket contain corn. ....

The Concorde is the fastest passenger airplane in the world. .... An average flight on the Concorde between London and New York takes three hours and 25 minutes. ....

1. Farmers also feed it to their animals.
2. It flies at twice the speed of sound.
3. They eat only bamboo.
4. Because it contains starch and sugar, we use it in many kinds of food.
5. Because of the five-hour time difference between the two cities, it's possible to arrive in New York before you leave London!
6. They have black and white fur, and they look like bears.



We use the simple present to talk about a fixed schedule or timetable in the future.



The train for Boston departs at 3:15.



The president leaves Ankara tomorrow on a three-day trip to France.



Complete the sentences using the simple present of the verbs in the box.

leave	begin	fly	~~go~~	end	start	board

1. Their manager ....goes..... abroad next Sunday.
2. The film .... at ten o'clock.
3. The next bus to Ankara .... in two hours.
4. We .... the plane at 5 a.m.
5. Our tour to Egypt .... on May 12 and .... on June 15.
6. Mr. Anderson .... from Zurich to Istanbul next Thursday.

Follow-up



Read the passage and complete sections **a**, **b**, and **c**.

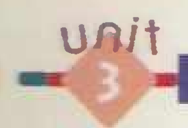


Dogs

Many people have pet dogs. Dogs are friendly and loyal, and most people like them very much. But some people are afraid of dogs. They think that dogs will bite them with their long, sharp teeth. But dogs rarely bite people. They only bite when they are very angry.

There are many kinds of dogs in the world, and people use them for different purposes. Dogs guard people's homes, and police use specially trained dogs to catch criminals and to find illegal drugs. Seeing-eye dogs guide blind people, and rescue workers use dogs to locate people trapped in collapsed buildings. In the cold polar regions, dog teams pull sleds with heavy loads through the snow.

Because dogs are so friendly, useful, and loyal, people in some cultures say that a dog is a man's best friend!



a. Check **True** or **False**.

	True	False
1. Dogs are very angry animals.	....	✓
2. Dogs protect people's homes.	....	....
3. Blind dogs guide specially trained police.	....	....
4. Dogs ride on sleds in the polar regions.	....	....
5. Some dogs capture criminals.	....	....
6. People frighten dogs because they have long, sharp teeth.	....	....
7. Dogs make good pets because they are friendly and loyal.	....	....

b. Answer the following questions.

1. Why don't some people like dogs?
   Some people think that dogs will bite them.
2. When do dogs bite?
   ....
3. How do dogs help people in the polar regions?
   ....
4. How do seeing-eye dogs help blind people?
   ....
5. What do rescue workers use dogs for?
   ....

c. Do you agree with the following statements? Discuss them with your classmates.

1. Dogs are dangerous animals. They bite people, and they spread disease.

2. A dog is a better friend than a person. Dogs are more friendly and loyal than people.

Activity 2

Work in pairs. Ask your partner questions about the topics below. Let him/her ask you questions too. Write your answers in the chart.



Example

A: What sports do you play?
B: I play football and tennis.
How about you?
A: I play volleyball.

Topics		You	Partner
sports	(play)	volleyball	football and tennis
kinds of music	(listen to)		
languages	(speak)		
TV programs	(watch)		
kinds of food	(like)		
kinds of books	(read)		
hobbies	(have)		



Exercise 7

A reporter is interviewing J.J. Jackson, a wealthy businessman. Put the dialogue in the correct order.

- [1] **Reporter:** Tell me about an ordinary day in your life, Mr. Jackson.
- [2] **Mr. Jackson:** Well, I usually wake up at seven o'clock in the morning.
- [ ] **Reporter:** What time do you have lunch?
- [4] **Mr. Jackson:** Yes, I always get up at seven o'clock.
- [ ] **Reporter:** What time do you go to bed?
- [12] **Mr. Jackson:** On most afternoons, I have meetings with the managers of my companies.
- [ ] **Reporter:** Who's Fifi?
- [ ] **Mr. Jackson:** Fifi's my French poodle.
- [3] **Reporter:** Do you get up immediately?
- [ ] **Mr. Jackson:** Around noon.
- [11] **Reporter:** And what do you do after lunch?
- [ ] **Mr. Jackson:** I usually take a shower and have breakfast. Then I read my mail and the morning paper. At ten, I take Fifi for a walk in Central Park.
- [ ] **Reporter:** What do you do in the evening?
- [ ] **Mr. Jackson:** I often go out with my family in the evening. We sometimes have dinner at a restaurant, but we usually eat at home.
- [17] **Reporter:** Thank you for your time, Mr. Jackson. You certainly have a busy and interesting life.
- [16] **Mr. Jackson:** Between one and two o'clock in the morning. I seldom go to bed before midnight.
- [ ] **Reporter:** And what do you do after you get up in the morning?

Activity 3

Ask one of your classmates to think of a job. Let him/her whisper it to your teacher. Then take turns trying to guess the job by asking your classmate yes/no questions. The student who guesses correctly wins the game!

Here's a list of jobs, but you can also think of others on your own!

Jobs

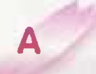
- fisherman
- police officer
- fire fighter
- doctor
- farmer
- secretary
- teacher

Example

A: Is it a man's job?
B: Yes, it is.
C: Does he get up early in the morning?
B: Yes, he does.
D: Does he wear a uniform?
B: No, he doesn't.
E: Does he work in an office?
B: No, he doesn't.
F: Does he catch and sell something?
B: Yes, he does.
G: Is he a fisherman?
B: Yes, he is. You're the winner!



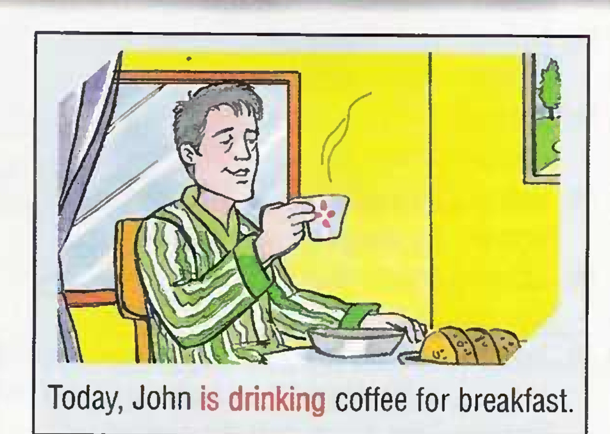
Unit 4 — Comparison of the Present Continuous Tense and the Simple Present Tense



A We use the present continuous for actions happening at or around the moment of speaking, but we use the simple present for repeated actions or habits.



John usually **drinks** tea for breakfast.

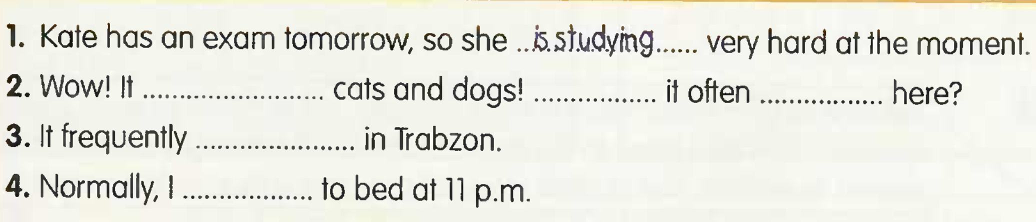


Today, John **is drinking** coffee for breakfast.

Exercise 1



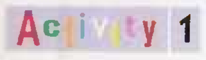
Complete the sentences using the present continuous or the simple present of the verbs in the box.

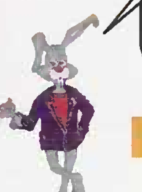


~~study~~	rain (2)	have (2)	snow	go

1. Kate has an exam tomorrow, so she ...is studying...... very hard at the moment.
2. Wow! It .... cats and dogs! .... it often .... here?
3. It frequently .... in Trabzon.
4. Normally, I .... to bed at 11 p.m.
5. Robert usually .... lunch with his family at home, but this afternoon he .... lunch with his friends at the office.

Activity 1





Form teams of two. Take turns making pairs of sentences with the simple present and the present continuous. Each sensibly related pair of sentences is worth one point. The team with the most points wins.

Example

Team A S1: Hakan usually goes to school by bus.
Team A S2: But today he's walking to school.
Teacher: Good! You get one point.
Team B S1: I always eat corn flakes for breakfast.
Team B S2: But this morning I'm brushing my teeth after breakfast.
Teacher: The sentences aren't related. You don't get a point.

B We use the present continuous to talk about a temporary situation, but we use the simple present to talk about a permanent situation.


Fatih always rides his bike to school.


He is walking to school today because his bike is broken.

Exercise 2

Complete the sentences using the present continuous or the simple present of the verbs in the box.



work (2)	~~teach~~	take	live	sleep (2)	stay

1. Mr. Randazzo ....teaches...... Italian.
2. Yakup .... in his father's grocery store this month.
3. Jane .... in a pharmacy.
4. Alice .... Spanish lessons from a private teacher.
5. Jim .... in Boston, but he .... with his uncle in New York this week.
6. **A:** Merve always .... in her bedroom.
   B: Then why .... she .... in the living room tonight?

Exercise 3

Complete the sentences.



1. George likes his brother, but ......he is not speaking to him these days.......................
2. Kemal .... but he is playing poorly today.
3. Greg lives in London, but ....
4. Sinan .... but he is not working these days.
5. Mehmet's wife always washes the dishes, but ....

C

We use the present continuous to talk about fixed plans or arrangements in the near future, but we use the simple present to talk about a fixed schedule or timetable in the future.


Derek is flying to Chicago tomorrow.



The plane leaves at 7 a.m.

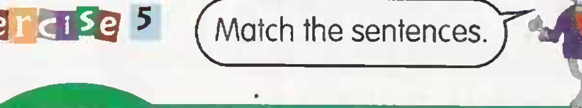
Exercise 4 Complete the sentences using the present continuous or the simple present of the verbs in the box.

depart	go	begin (2)	~~take~~	end	start	leave	attend

1. George ......is taking...... driving lessons next month.
2. A: When .... classes .... ?
   B: I think they .... on February 1.
3. Mark .... to a job interview tomorrow afternoon. It .... at one o'clock and .... at two o'clock.
4. Hurry up, Nevin! The bus .... in ten minutes!
5. When .... the next train for Baltimore .... ?
6. I .... a conference next Sunday.

Follow-up

Exercise 5 Match the sentences.



1. Tom is having a birthday party tomorrow night.
2. Osman has an important interview next Friday.
3. John is walking to work these days.
4. Alan is living in Paris.
5. Ali doesn't smoke.
6. Jack is writing a letter to his friend.

a. He's getting ready for it.
b. He speaks French very well.
c. All his friends are coming.
d. Don't disturb him!
e. He doesn't have a car at the moment.
f. He has no bad habits.





Exercise 6

Complete the sentences using the present continuous or the simple present of the verbs in parentheses.

1. Will you be quiet, please! I ....am trying..... (try) to concentrate.
2. I often .... (study) until 11 p.m., and then I .... (go) to bed.
3. Tina usually .... (drink) cola with her lunch, but this afternoon she .... (drink) orange juice instead.
4. Salih generally .... (take) the bus to work, but this morning he .... (take) a taxi because he has to be at the office early.
5. Jane .... (stand) at the bus stop. She .... (wait) for the bus.
6. I .... (take) a math course and a chemistry course this semester. Every night I .... (study) for at least five hours.
7. Alex .... (go) to Los Angeles next Monday.
8. **A:** What time .... the game .... (begin) tonight?
   B: I think it .... (start) at 7:30.
9. **A:** What .... Esra .... (do)?
   B: She's a secretary in a company.
10. **Yasemin:** Where .... you .... (go) so early in the morning, Meral?
    Meral: I .... (go) to school.
    Yasemin: But your first class .... (start) at 9:30.
    Meral: I know, but I .... (meet) my teacher at 8:30.
    Yasemin: I see. Have a good day!



Activity 2

Work in pairs. Make plans to go somewhere with your partner next week. Write a dialogue using the present continuous and the simple present.



Example

A: Let's go to the zoo on Monday, Jeff.

B: I can't. I'm going to a football game on Monday.

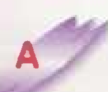
A: What about Tuesday?

B: I'm visiting my aunt on Tuesday. How about Friday?

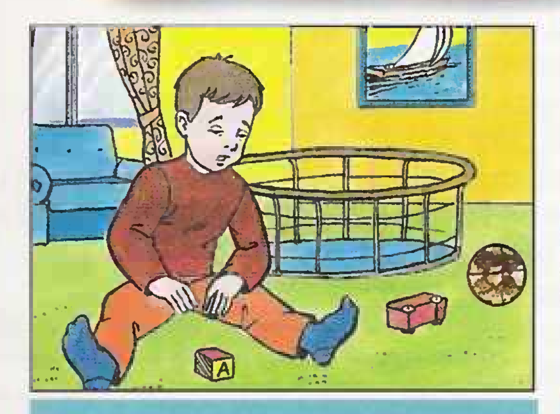
A: Great! I'm free on Friday. Let's go then.



Unit 5 Quantifiers



A We mostly use much and many in negative sentences and questions. We use many before plural countable nouns and much before uncountable nouns.



Hasan doesn't have many toys.



A: How much sugar do you want, Mom?
B: Not much, just a little.



Exercise 1

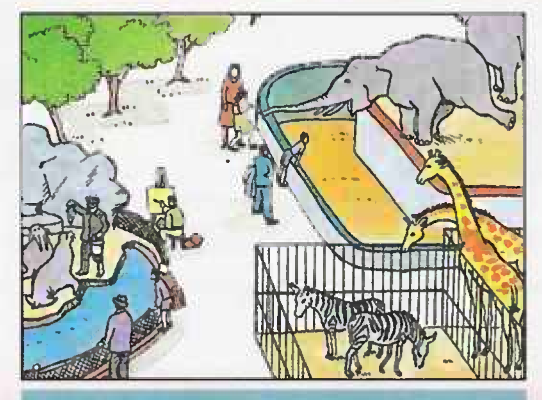
Fill in the blanks with **much** or **many**.



1. I don't have ....much.... money. I can't buy those tennis shoes.
2. There weren't .... people at the party.
3. I don't have .... information about it.
4. Don't put .... salt in it.
5. Are there .... interesting tourist sites in Erzurum?



B We mostly use a lot of in affirmative sentences before uncountable nouns and plural countable nouns instead of much and many.



There are a lot of animals in the zoo.



Simon is very rich. He has a lot of gold.

Exercise 2

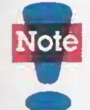
Complete the sentences with **much**, **many**, or **a lot of**.



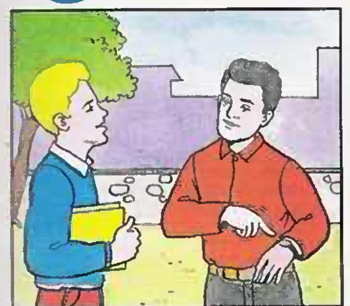
1. I have .....a lot of....... friends at school.
2. She doesn't eat .... cereal for breakfast.
3. I receive .... letters every week.
4. There is .... rice here. We don't need .... rice.
5. How .... questions are there in this exercise?
6. Are there .... polar bears at the North Pole?
7. How .... ice cream can you eat in half an hour?
8. We are going to the desert. We must take .... water.



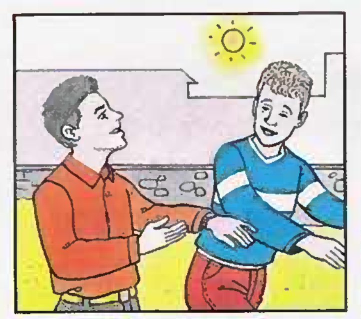
We use a little and a few to express positive ideas and little and few to express negative ideas. We use (a) little before uncountable nouns and (a) few before plural countable nouns.



A little and a few mean "some". Little and few mean "not much", "not enough", or "almost no".



Mike: Let's hurry, James. We'll miss the bus.
James: Don't worry, Mike. We have a little time before it leaves.



Hurry up, John! We have little time before the bus leaves.



I have a few coins in my pocket. I can buy a candy bar.



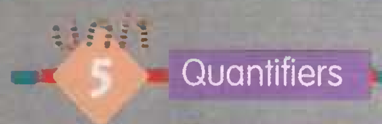
I have few coins in my pocket. I can't buy a candy bar.

Exercise 3

Circle the correct answer.



1. I need **a little/little** money. Can you lend me some?
2. He went out **a few/few** minutes ago.
3. I have **a few/few** friends here. I don't feel lonely.
4. There were **a few/few** guests at the party. The hosts were unhappy.
5. You don't have to hurry. There is **a little/little** traffic at this time of the day.
6. You have **a little/little** time to finish the test. You must write faster.
7. There are **a few/few** trees in our garden. We're going to plant some more next spring.
8. Can I speak to you for **a few/few** minutes?



Exercise 4

Match the sentences.



1. She asked me a few questions.	**a.** There are a few books on the desk.
2. We have very little fuel.	**b.** I don't have much time.
3. I have a little time.	**c.** We have some fuel.
4. There aren't many books on the desk.	**d.** She didn't ask me many questions.
5. She asked me few questions.	**e.** I have some time.
6. I have little time.	**f.** She asked me some questions.
7. There are some books on the desk.	**g.** We have almost no fuel.
8. We have a little fuel.	**h.** There are few books on the desk.

D We use no with affirmative verbs to express a negative. We can use no instead of not any.

- There isn't any meat in the refrigerator. — There is no meat in the refrigerator.
- I don't have any money. — I have no money.

Exercise 5

Rewrite the sentences with **no** instead of **not any**.

1. I don't have any plans for the weekend. .... I have no plans for the weekend.
2. I don't need any advice. ....
3. There weren't any children in the park. ....
4. I don't have any questions. ....
5. She doesn't have any idea about that. ....

Follow-up

Activity 1

Form groups. Imagine that you and your partners have just landed your spaceship on a new planet. Explore the planet together and write your discoveries on the form below. Make sure that you mention the amount of everything you find. The space commander (your teacher) will decide if you can live on the planet or not.

Example

a lot of animals

not many trees

a few Martians

no cars

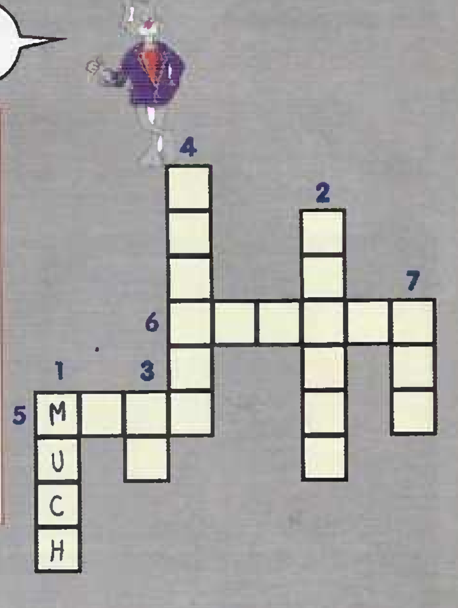
Explorers' Report

....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....

Exercise 6

Complete the sentences and solve the puzzle. Some answers are more than one word.

1. I don't need ......much......... money.
2. We studied German at school, but I remember very ....
3. I want to buy some chocolate, but I have .... money.
4. I went to the store to buy potato chips, but there were ....
5. How .... brothers do you have?
6. Azerbaijan has .... oil.
7. .... people speak ten languages fluently.



Activity 2

Work in pairs. Invent two imaginary countries. Write the amount of items your country buys and sells on chart 1. Then ask your partner what his/her country buys and sells and complete chart 2.

Example

A: Does your country sell many ships?
B: No. It doesn't sell any ships. Does your country buy much oil?
A: Yes. It buys a lot of oil.

1

YOUR COUNTRY	buy	sell
coffee		
leather		
gold		
wood		
ships		—
oil		
iron		
cars		
cotton		
milk		
lemons		

2

YOUR PARTNER'S COUNTRY	buy	sell
coffee		
leather		
gold		
wood		
ships		
oil	a lot of	
iron		
cars		
cotton		
milk		
lemons		



Unit 6 Comparison of Adverbs



A

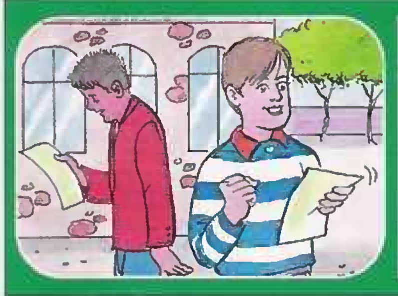
We use the comparative form of adverbs to compare the actions of two people or things.



During class, Davut listened to the teacher more carefully than Ali.



Davut studied harder than Ali after school.



At the end of the semester, Davut did better on his exams than Ali.

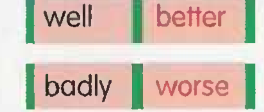
➢ Most adverbs form the comparative with more.

slowly	more slowly
quickly	more quickly
politely	more politely
carefully	more carefully
happily	more happily
rudely	more rudely

➢ We add -r or -er to one-syllable adverbs (and to early), to make the comparative.

late	later	
hard	harder	
fast	faster	
early	earlier	(the y becomes i)

➢ Some adverbs have irregular comparative forms.



well	better
badly	worse

Complete the sentences with the comparative form of the adverbs in the box.



Exercise 1

fast beautifully ~~fluently~~ well (2) early slowly clearly

1. Alice speaks Chinese ...more fluently... than Martha.
2. Mary sings .... than her music teacher.
3. My grandfather could ride horses .... than my father.
4. Please drive the car .... than you drove it yesterday.
5. Alex is a good swimmer. He swims .... than Jerry.
6. Jim never arrives home .... than his sister because she runs .... than he does.*
7. Write your name .... than you did before.

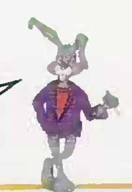


* In spoken English, we often say . . . than him.

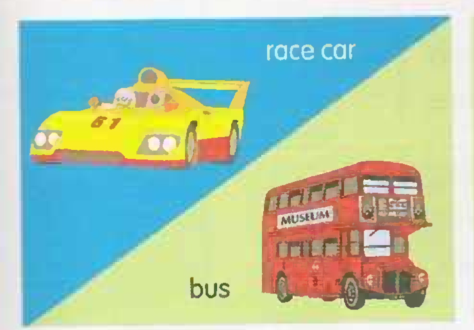


Exercise 2

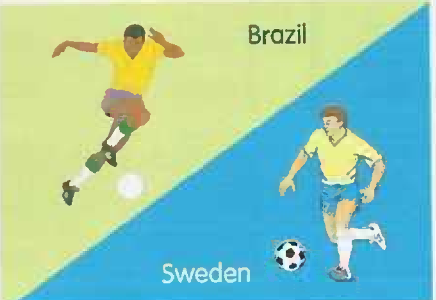
Compare the actions of the people or things in the pictures. Use the phrases in the box.



working more quickly	smiling more brightly	acting more rudely
play better	fly higher	go faster



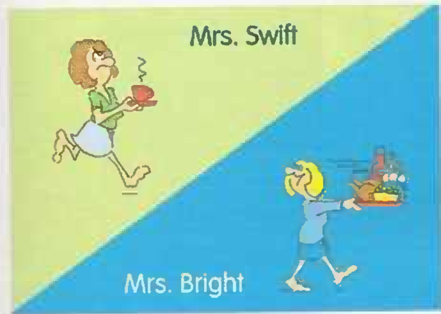
1 The race car goes faster than the bus.



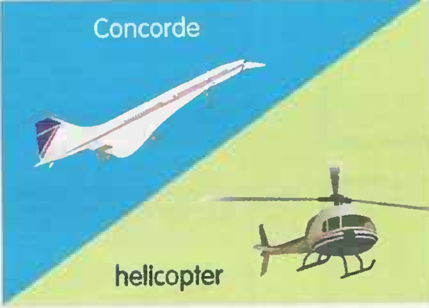
2 ....

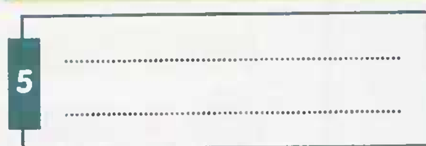


3 ....

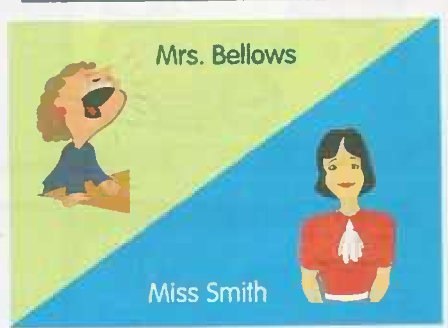


4 ....





5 ....



6 ....

Exercise 3

Complete the sentences using the comparative adverbs in the circle. Then compare your answers and discuss them in class.

earlier, later, more fashionably, more neatly, better, more cheerfully, harder, more politely, more seriously

Hakan and Hasan are twin brothers. They look alike, but they dress, think, and act very differently.

Hakan and Hasan work in the same department store in Istanbul, but Hakan arrives .... in the morning and leaves .... in the evening. Hakan dresses .... and .... than his brother. He also behaves .... at work, and he is taking English lessons so he can serve foreign customers ....

Hakan works .... and takes his job .... than Hasan. On the other hand, Hasan is more talented than his brother. He can play the piano and the guitar, and he sings .... than Hakan.



Comparison of Adverbs

B We use the superlative form of adverbs to compare the actions of three or more people or things.



John runs the most quickly of all.



Jets go the fastest of all.



Betty cooks the best of all.

➢ Most adverbs form the superlative with most.

slowly	more slowly	most slowly
quickly	more quickly	most quickly
politely	more politely	most politely

carefully	more carefully	most carefully
happily	more happily	most happily
rudely	more rudely	most rudely

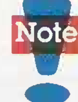
➢ We add -st or -est to one-syllable adverbs, (and to early), to make the superlative.

late	later	latest	
hard	harder	hardest	
fast	faster	fastest	
early	earlier	earliest	(the y becomes i)

➢ Some adverbs have irregular superlative forms.



well	better	best
badly	worse	worst



Note We usually use the before the superlative.

Exercise 4

Complete the sentences with **the** and the superlative form of the adverbs in the box.

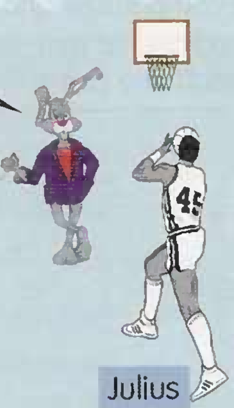
~~high~~
well
fast
fluent
badly
far
perfect

1. Peter climbed ....the highest.................... of all the mountain climbers.
2. Of all the animals on the African plains, cheetahs run ....
3. Esra speaks English .... of all the students in the class.
4. Anthony behaved .... of all the children.
5. He traveled .... of all the.explorers.
6. Of all the ice skaters, she skated ....
7. Salih plays football .... of all.

Follow-up

Exercise 5

Complete the sentences.



Julius



Wilt



Michael

1

a. Julius ...jumps high.....
b. Wilt .... than Julius.
c. Michael .... of all.

Subject	Mark
English	3
Turkish	2
Art	2
Music	3
Physical Education	4

Martin's report card

Subject	Mark
English	4
Turkish	3
Art	3
Music	3
Physical Education	4

Patrick's report card



Subject	Mark
English	5
Turkish	5
Art	5
Music	5
Physical Education	5

Robert's report card

2

a. Martin ...did well...... at school last semester.
b. .... than Martin.
c. .... of all.



Bob Bass (beautifully)



Tom Tenor (more beautifully)



Sue Soprano (most beautifully)

3

a. ....
b. .... than ....
c. .... of all.



Comparison of Adverbs

Activity 1



Write a description of one of your classmates without mentioning his/her name. Use the comparative and superlative forms of adverbs. Then read your description aloud and let your classmates try to guess who it is about. Correct guesses are worth one point. The student with the highest score wins.

Example

He always comes to school the earliest. He dresses more neatly than the other students, and he listens more carefully to the teacher. He's a good student, and he solves math problems faster than me. He usually scores the highest on exams.

....
....
....
....
....
....



A: He always comes to school the earliest. He dresses more neatly than the other students, and he listens more carefully to the teacher.

B: Is it Hakan?

A: No, it isn't. He's a good student, and he solves math problems faster than me . . .

C: Is it Yusuf?

A: Yes, it is! You get a point.

Activity 2

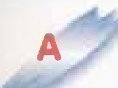
Write your classmates' names in the blanks. Discuss your answers in class.

How Much Do You Know About Your Classmates?

1. Who runs the fastest? ....
2. Who scores the highest on exams? ....
3. Who behaves the most politely? ....
4. Who laughs the loudest? ....
5. Who eats the most quickly? ....
6. Who rides a bicycle the most slowly? ....
7. Who comes to school the earliest? ....
8. Who plays computer games the best? ....
9. Who speaks English the most fluently? ....
10. Who goes to bed the latest? ....
11. Who climbs a tree the most quickly? ....
12. Who recites poems the most beautifully? ....



7 The Passive Voice (The Simple Present Tense - The Present Continuous Tense)



A The Passive of the Simple Present

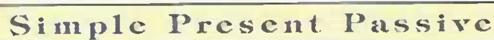


Sometimes umbrellas are used to protect us from the rain and other times they are used to protect us from the hot sun.

	Question	Negative	Affirmative
Active	Does Mr. Hudson manage the company?	Mr. Hudson does not manage the company.	Mr. Hudson manages the company.
	Do engineers build bridges?	Engineers do not build bridges.	Engineers build bridges.
	Do professional teams play soccer in Turkey?	Professional teams do not play soccer in Turkey.	Professional teams play soccer in Turkey.
Passive	Is the company managed by Mr. Hudson?	The company is not managed by Mr. Hudson.	The company is managed by Mr. Hudson.
	Are bridges built by engineers?	Bridges are not built by engineers.	Bridges are built by engineers.
	Is soccer played in Turkey (by professional teams)?	Soccer is not played in Turkey (by professional teams).	Soccer is played in Turkey (by professional teams).

Note We use the passive voice when the doer of the action is unknown or unimportant.

Exercise 1 Write matching sentences.



Simple Present Passive		Simple Present Active
1. Portuguese is spoken in Brazil.	a.	They speak Portuguese in Brazil.
2.	b.	Does Mr. Joyce teach English literature?
3. Automobiles are produced in Germany.	c.	....
4.	d.	Cats chase mice, and dogs chase cats.
5. Who are computers sold by?	e.	....

The Passive Voice (The Simple Present Tense- The Present Continuous Tense)

Exercise 2



Complete the sentences using the simple present passive of the verbs in the box.

drive	pollute	make	fly	catch	water	know	use

1. Tomatoes and cucumbers ....are used........ in salads.
2. Fish .... by fishermen.
3. The air .... by the smoke from the chimneys.
4. Those carpets .... in Kayseri.
5. Mehmet the Conqueror .... as a famous Ottoman ruler.
6. .... a plane .... by a pilot?
7. A bus .... by a bus driver.
8. .... all the flowers .... by the gardener once a day?

Exercise 3



Write the nouns under the correct pictures. Then complete the sentences with the plural form of the nouns and the simple present passive of the verbs.

Nouns

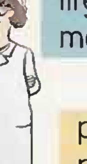
fire fighter	carpenter	painter	doctor
mechanic	architect	baker	nurse

Verbs

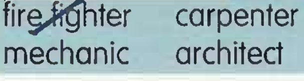
put out	repair	make	examine
paint	give	design	bake

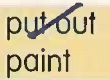


....fire fighter....

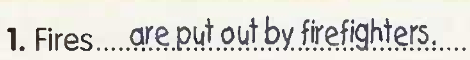


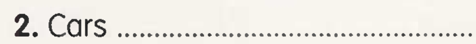
....





1. Fires....are put out by firefighters.....
2. Cars ....
3. Furniture..
4. Patients ....
5. Walls ....
6. Injections ....
7. Buildings ....
8. Cakes ....





....



....



....

....

....

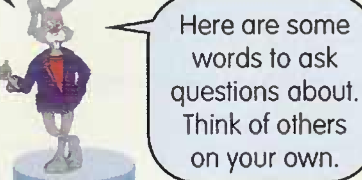
Activity 1



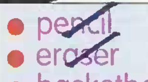
Form two teams. Ask and answer questions in the simple present passive. Each correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: What is a pencil used for?
Team B S1: A pencil is used for writing.
Teacher: That's right! Team B gets a point.
Team B S2: What is an eraser made of?
Team A S2: An eraser is made of wood.
Teacher: That's incorrect. An eraser is made of rubber. No point for team A.



Here are some words to ask questions about. Think of others on your own.



- pencil
- eraser
- basketball
- radio
- TV
- telephone
- table
- camera







B The Passive of the Present Continuous



	Question	Negative	Affirmative
Active	Are you painting the table?	I am not painting the table.	I am painting the table.
Active	Is Adam driving the car?	Adam is not driving the car.	Adam is driving the car.
Active	Are they holding the meeting in Ankara?	They are not holding the meeting in Ankara.	They are holding the meeting in Ankara.
Passive	Is the table being painted (by you)?	The table is not being painted (by me).	The table is being painted (by me).
Passive	Is the car being driven by Adam?	The car is not being driven by Adam.	The car is being driven by Adam.
Passive	Is the meeting being held in Ankara (by them)?	The meeting is not being held in Ankara (by them).	The meeting is being held in Ankara (by them).

Exercise 4 Write matching sentences.

Present Continuous Passive	Present Continuous Active
1. Jack is being taken to the hospital by Tom.	a. Tom is taking Jack to the hospital.
2.	b. The students are speaking English.
3. Photographs are being taken by the tourists.	c. ....
4.	d. Is Kate playing the piano?
5. What is being painted by the artist?	e. ....

Exercise 5

Complete the sentences using the present continuous passive of the verbs in the box.

play   pick   ~~grow~~   give   build   speak   treat   prepare

1. Fruit trees ....are being grown........ in the garden.
2. The tomatoes .... by the farm workers.
3. The football game .... in the stadium.
4. .... Tom .... in the hospital?
5. The museum .... this year.
6. .... English .... by the students now?
7. A good meal .... for us tonight.
8. When .... the party .... for Tom's birthday?

Follow-up

Exercise 6

Match the nouns and the verbs under the pictures. Then write what is being done in each picture.



Gardener

1. ...some plants / ...carry.......



Manager

4. ..../................

Nouns	Verbs
~~some plants~~	make
some flowers	check
a telephone call	conduct
an experiment	~~carry~~
someone's blood pressure	sweep
the floor	smell



Nurse

2. ..../................

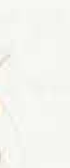


Janitor

5. ..../................



1. Some plants are being carried by the gardener.....
2. ....
3. ....
4. ....
5. ....
6. ....



Scientist

3. ..../................



Polly

6. ..../................



Exercise 7

Look at the picture and describe how tea is made. Write six sentences in the simple present passive.



1. Water is put in the kettle.
2. ....
3. ....
4. ....
5. ....
6. ....

Activity 2

Work in pairs. Ask and answer questions about what the countries on the map produce. Correct answers are worth one point. Keep track of your points on the scoreboard.

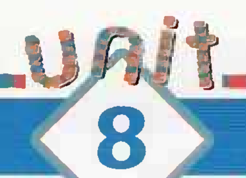


Example

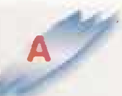
A: Are grapes grown in Romania?
B: No, they aren't. (+1)
B: Are chemicals produced in Greece?
A: Yes, they are. (0)

SCOREBOARD

A	B	A	B
0	1		

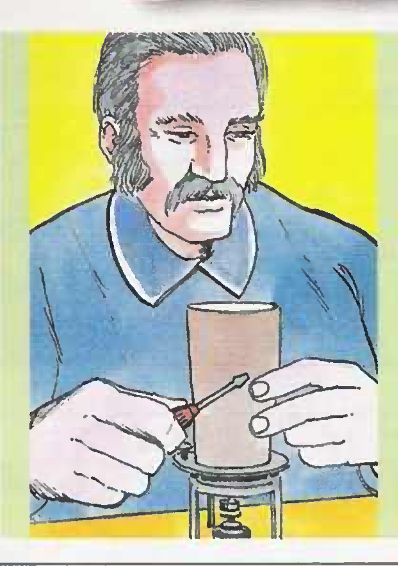


Unit 8 The Simple Past Tense

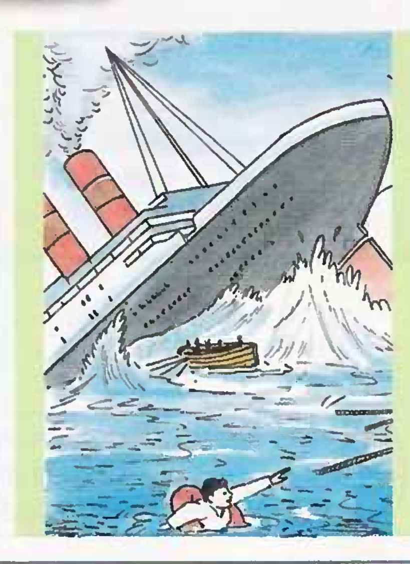


A

We use the simple past for actions that happened at a definite time in the past.



Alexander Graham Bell invented the telephone in 1876.



The Titanic sank on April 14, 1912.

Question	Negative	Affirmative
Did John move to Japan in 1978?	John did not move to Japan in 1978.	John moved to Japan in 1978.
Did Oya buy a Walkman yesterday?	Oya did not buy a Walkman yesterday.	Oya bought a Walkman yesterday.
Was Tamer at work in the afternoon?	Tamer was not at work in the afternoon.	Tamer was at work in the afternoon.
Was there a party at Kate's house last night?	There was not a party at Kate's house last night.	There was a party at Kate's house last night.

Exercise 1 Complete the sentences using the simple past of the verbs in the box.

conquer build win be travel break out

1. The Chinese ....built........ the Great Wall of China in the third century B.C.
2. Sultan Selim I .... Egypt in 1517.
3. Marco Polo .... to China in 1271.
4. Neil Armstrong .... the first man to walk on the moon.
5. World War II .... in 1939.
6. Alp Arslan .... the battle of Malazgirt in 1071.

Activity 1

Answer the following questions on a separate piece of paper. Then give your paper to your teacher. When your teacher reads everyone's answers out loud, try to guess where your classmates went during summer vacation. Correct guesses are worth one point. The student with the most points wins.

Example

Name:	Ruslan
Where did you go during summer vacation?	Antalya
How did you go there?	by airplane
Who did you go with?	my parents
Where did you stay?	in a hotel
What did you do there?	swam/sailed on a boat
How long did you stay?	one month

Teacher: Ruslan traveled on a plane. He stayed in a hotel. He swam, and he sailed on a boat. . . .
A: Did he go to Antalya?
Teacher: Yes, he did. You get a point!

Activity 2

Form two teams. Ask and answer questions about well-known events or famous people in the past. Correct answers are worth one point. The team with the higher score wins.

Example

Team A S1: Who won the last World Cup soccer championship?
Team B S2: England.
Team A S1: No! Germany won the last World Cup championship. You don't get a point.

B

We use the simple past for actions that lasted for a period of time in the past but are now finished.



Mrs. Jones taught English for 15 years. She is retired now.



unit 8 The Simple Past Tense



Exercise 2 Complete the sentences using the simple past of the verbs in the box and find out about Martin's party.

~~have~~	go	play	sing	eat	stay	drink

1. I ....had.... a wonderful time last night.
2. I .... to Martin's birthday party.
3. Bob .... the piano.
4. We .... songs together.
5. We .... cake and .... cola.
6. I .... at Martin's house for nearly four hours.

Exercise 3 Match the pictures with the captions.


3





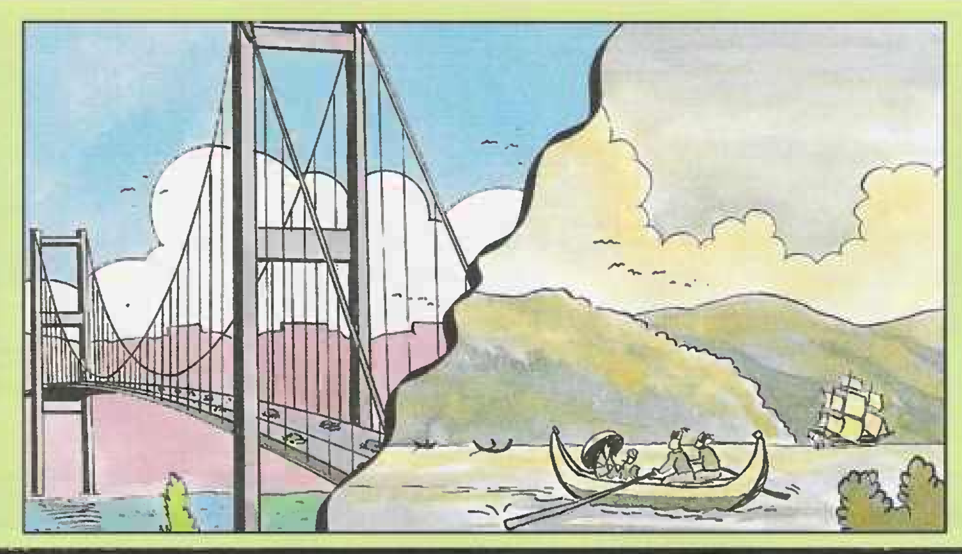




1	2	3	4	5
I always wanted to join the army. Now I'm an officer.	I was poor for a long time. Then I found a job, worked hard, and saved my money. Now I'm rich.	I was very rich for a long time. But I spent my money foolishly, and now I am poor.	I was the chief of the Apache Indians for many years.	I liked playing soccer when I was a kid. Now I'm a professional soccer player in Italy.



C We use the simple past to talk about past habits.



In the past, people crossed the Bosphorus by boat because there was no bridge.

Exercise 4

Five years ago, James was very wealthy. Then he lost all his money. What do you think his habits were in the past? Write down your ideas and then discuss them in class.

Five years ago



Now



Five years ago, James ate dinner in an expensive restaurant every night....

....

....

Activity 3

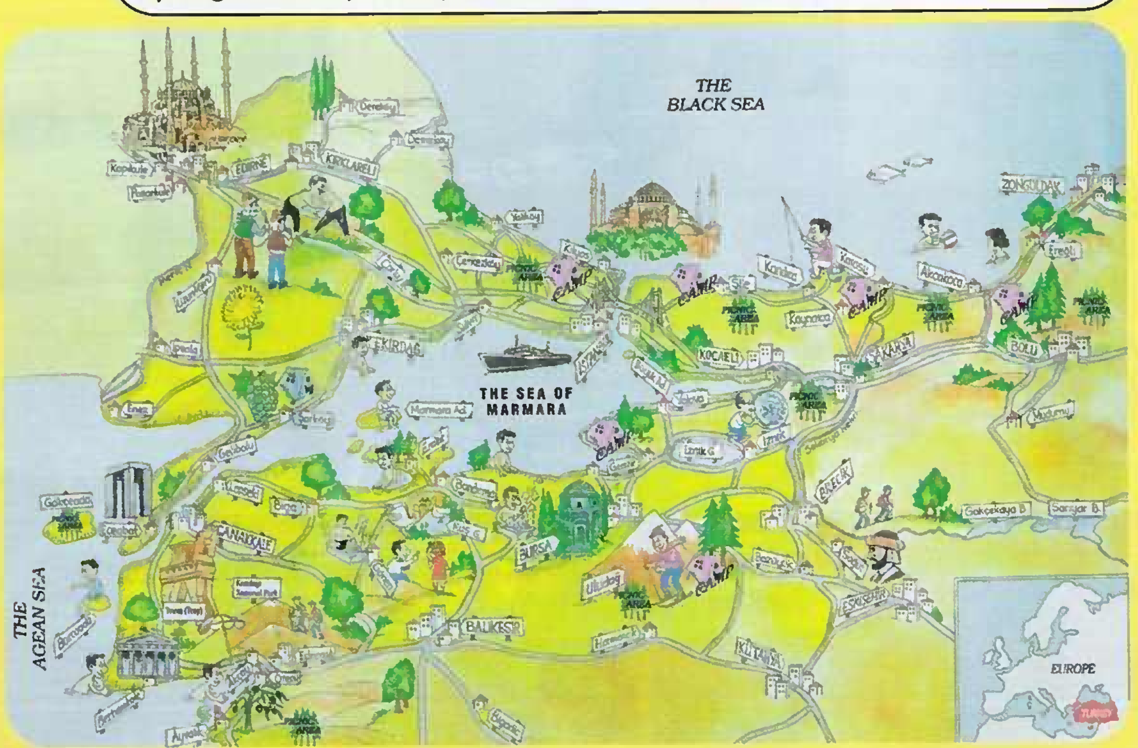


How did people live in prehistoric times? Write what you think they did and didn't do. Discuss your answers in class.

Did	Didn't do
They lived in caves.	They didn't talk on the phone.
....	....
....	....
....	....
....	....
....	....
....	....
....	....
....	....
....	....

Follow-up

Activity 4 Work in pairs. Pretend you traveled to five places on the map. Tell your partner what you did at each place but don't give their names. Let him/her try to guess the places you visited by looking at the pictures on the map.



Example

A: I skied down a mountain at the first place. I took a mineral bath at the second place. . . .

B: First you went to Uludag. Then you visited Gonen. . . .

A: Yes, that's right.

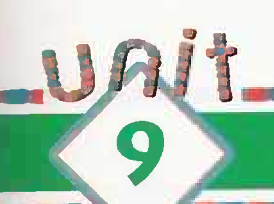
Activity 5 Work in pairs. Imagine that you were late for school this morning. You left the house in a hurry, and you forgot to do some things. Write a plus (+) next to six things you remembered to do and a minus (-) next to six things you forgot to do. Then let your partner try to guess what you did and didn't do. He/she gets one point for each correct guess.

Example

A: Did you make your bed?

B: Yes, I did. (1 point)

(+) made my bed
(   ) cleaned my bedroom
(   ) turned off my bedroom lights
(   ) washed my face
(   ) combed my hair
(   ) ate breakfast
(   ) turned off the stove
(   ) brushed my teeth
(   ) ironed my clothes
(   ) put on my jacket
(   ) tied my shoes
(   ) put my notebook in my backpack
(   ) locked the front door to my house



unit 9 The Past Continuous Tense

A We use the past continuous for past actions that were in progress at a certain time.

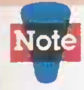


Bilal and Yakup were practicing karate yesterday.



Susan's grandmother was reading her a bedtime story last night.

Question	Negative	Affirmative
Were you working in the garden?	I was not working in the garden.	I was working in the garden.
Was I eating ice cream?	You were not eating ice cream.	You were eating ice cream.
Was he washing the dishes?	He was not washing the dishes.	He was washing the dishes.
Was she singing beautifully?	She was not singing beautifully.	She was singing beautifully.
Was it climbing a tree?	It was not climbing a tree.	It was climbing a tree.
Were we playing basketball?	You were not playing basketball.	You were playing basketball.
Were you swimming in the ocean?	We were not swimming in the ocean.	We were swimming in the ocean.
Were they building a bridge?	They were not building a bridge.	They were building a bridge.



Wasn't is the contraction of was not. Weren't is the contraction of were not.

Exercise 1 Complete the sentences using the past continuous of the verbs in the box.

have
look for
earn
sell
try
do

1. I saw him two days ago. He ......was looking for........ a new job.
2. Yesterday at 9 a.m., I .... breakfast.
3. The mechanic promised to repair my car last Saturday, but yesterday he .... still .... to find the problem.
4. Three years ago, he had a good job, and he .... a lot of money.
5. This time last year, our country .... oil to other countries, but now it is importing oil from abroad.
6. My children .... still .... their homework at twelve o'clock last night.

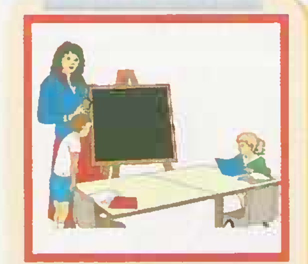
Exercise 2 Look at the pictures. Write what the people were doing at ten o'clock yesterday morning.

Robert



1. Robert was playing a guitar.

Mrs. White



2. ....

Mr. Bernstein



3. ....

The teachers



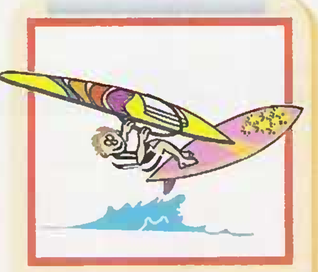
4. ....

Kurt



5. ....

Albert



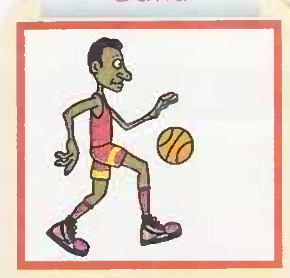
6. ....

Jim



7. ....

David



8. ....

Activity 1 Work in pairs. Write what you were doing last Saturday between the hours listed on the chart. Guess what your partner was doing at the same time. Compare your answers.

Hours	You	Your Partner
7:00 - 9:00	I was watching cartoons on TV and eating breakfast.	I think he was sleeping.
9:00 - 12:00		
12:00 - 15:00		
15:00 - 18:00		
18:00 - 21:00		
21:00 - 24:00		



B We use the past continuous for past actions that were in progress when another action occurred.



My little brother was playing near the stove when he burned his hand.



When my father entered the room, my sisters were playing a computer game, I was studying, and my mother was setting the table for dinner.



3 What was each student doing when the English teacher was out of the classroom? Write your answers in the blanks.



1. Yusuf was crying when the teacher was out of the classroom.
2. Saim ....
3. Ahmet ....
4. Ali and Veli ....
5. Hasan ....
6. Kaya ....
7. Hakan and Yakup ....
8. Samet and Metin ....
9. Faruk ....

Exercise 4

Complete the sentences.



A	B
1. When the telephone rang in the doctor's office,	a. when they heard gun shots.
2. When their mother burned her hand,	b. she was frying potatoes.
3. When they saw the accident,	c. the teacher was watching them.
4. When the students took the exam,	d. he was examining a patient.
5. When the mailman knocked on our door,	e. he was dancing.
6. They were standing in line at the bank	f. we were having lunch.
7. When I walked in,	g. they were riding on the bus.

Activity 2

Form two teams. Imagine a situation and ask and answer questions about it. Each sensible, correct answer in the past continuous is worth one point. The team with the higher score wins the game.

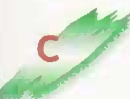


Example

Team A S1: What were you doing when your father came home last night?

Team B S1: When my father came home last night, I was playing chess with my brother.

Teacher: That's a correct answer. One point for team B. Now it's team B's turn to ask a question.



C We use the past continuous for two actions that were in progress at the same time.



Bob was talking on the phone while he was driving.



We were fishing while Emre was swimming and Melih was rowing the boat.

Exercise 5 Complete the sentences using the past continuous of the verbs in the box.





sleep	prepare (2)	read	watch (2)	(not) listen	
give	eat	wash	talk	put up	listen

1. Lucy and Jane ....were sleeping....... while their mother ....was washing...... the dishes in the kitchen.
2. While I .... the newspaper, my daughter .... cartoons on TV.
3. Erdal .... to the teacher while she .... the lesson.
   He .... to his friend.
4. She .... to the radio while she .... dinner.
5. The couple .... popcorn while they .... the film at the cinema.
6. We .... lunch while our friends .... the tent at the campground.

Exercise 6 Complete the sentences using the past continuous.



1. They were playing chess while....their father was reading a book.......................................
2. Some passengers on the airplane were watching a film while ....
3. While some students were getting ready for the lesson, ...
4. The teacher was speaking while..
5. While it was raining,..
6. While some people were walking in the street,..

Follow-up

Exercise 7

Complete the sentences using the past continuous of the verbs in the box.

- drive
- sleep
- wear
- follow
- get
- try
- rain
- ~~take~~ off
- cheat
- make
- (not) work

1. The passengers fastened their seat belts because the plane ....was taking off.... .
2. The teacher was angry because some students ....
3. She had an accident because she .... on the wrong side of the road.
4. They .... their raincoats because it .... outside.
5. He bought a new computer because the old one .... properly.
6. We .... to keep quiet because the baby ....
7. I phoned the police because a strange man .... me.
8. She .... angry because her neighbors .... a lot of noise.

Exercise 8



Find nine verbs in the puzzle and write them in the numbered blanks. Then use the verbs in the past continuous to complete the story.

B	R	O	N	G	A	E	Z	M	Y	T	X
K	T	L	S	E	C	X	D	R	U	A	K
W	E	I	G	H	A	P	K	S	P	K	E
W	A	L	K	R	R	L	C	E	U	E	S
D	C	R	V	L	R	A	L	O	O	K	G
A	H	B	E	D	Y	I	R	R	Y	C	I
C	D	E	K	F	M	N	A	Z	E	O	V
E	G	A	Z	E	O	D	F	O	G	C	E
Y	B	K	Y	S	K	L	I	S	T	E	N

WORDS

1. ....teach....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....

BAKLAVA

One morning, Nasreddin Hodja ....was teaching.... a class at the village school. All of his students, except Hasan, ... to him carefully. Hasan .... out the window while Hodja .... the lesson.

All of a sudden, Hasan saw the village baker. The baker .... by the school, and he .... a large tray of baklava on his shoulder. "Look, Hodja," Hasan exclaimed, "the baker is carrying a big tray of baklava!"

Hodja .... the most difficult part of the lesson and all the students .... notes when Hasan spoke. "Pay attention, Hasan!" Hodja ordered. "It's none of my business what the baker is carrying."

Hasan .... still .... out the window. "But Hodja," he insisted, "the baker is taking the baklava to your house."

"In that case, my boy," Hodja responded, "it is none of your business!"

Activity 3 Read the passage and answer the questions.



The Concord Hotel is on the corner of Lincoln Avenue and Kennedy Drive. It's usually quiet and peaceful, but last night, a terrible crime happened there. A guest, A. C. Spade, was shot in Room 13 on the second floor.

When the police arrived at the hotel, they questioned the staff. Here's what each employee told the police:

Doorman: *I was outside the hotel, standing by the door. It was around 9 o'clock. I heard shots, and I ran into the hotel. I saw the receptionist. We went upstairs together.*
Bellboy: *I was in the third floor hallway. I had two pieces of luggage in my hands. I heard shots downstairs. I dropped the bags and ran towards the stairs. I heard someone shout, "Hey, where are you going!" but I didn't stop to see who it was.*
Elevator Operator: *I was in the elevator between the lobby and the second floor. I didn't hear anything. When the elevator doors opened on the second floor, I saw a dark figure walking quickly towards the stairs. I took the elevator up to the next floor.*
Receptionist: *I was behind the front desk, answering telephone calls. I looked at my watch at 8:50. About five minutes later, I heard shots. I dropped the phone and called for the bellboy. He wasn't in the lobby, so I ran upstairs with the doorman.*
Maid: *I was on the third floor, cleaning Room 22. I didn't hear anything. I walked out of the room at 8:55 for a break. I saw the bellboy and asked him where he was going in such a hurry. I ran to the elevator, but it was in the lobby.*

A) What time do you think A. C. Spade was shot? ....

B) Write four sentences about what the hotel employees were doing at this time.

1. The doorman was standing in front of the hotel.
2. ....
3. ....
4. ....
5. ....

C) What did the employees do after they heard the shots? Write four sentences describing what they were doing.

1. The receptionist was calling the bellboy while the doorman was running into the hotel.
2. ....
3. ....
4. ....
5. ....

D) The police think that one of the hotel employees shot A. C. Spade. Who is their suspect? Why?

....

....



Unit 10 Polite Requests



A We use could you or would you to make polite requests.



A: Would you pass me the salt, please?
B: Yes, of course.



A: Could you tell me where the post office is?
B: Yes. It's on Maple Street.

	Possible Answers	
Requests	**Positive**	**Negative**
Would you please come with us?	Yes, of course. I'll be happy to.	No, I'm busy right now.
Could you loan me some money?	Sure. How much do you need?	I'm afraid I haven't got any.
Would you let me use your pen, please?	Sure. Here you go.	I'm sorry. I'm using it now.
Could you wait five minutes?	OK.	No, I can't.

Exercise 1 Match the requests and the answers.

A	B
1. Could you turn on the lights?	a. I'm sorry. I need it. I'm going out soon.
2. Would you sign this form, please?	b. Yes, of course, sir.
3. Would you bring me the bill, please?	c. I'm afraid there is no electricity.
4. Could you loan me your Walkman?	d. Sure. But it needs new batteries.
5. Would you let me use your umbrella, please?	e. I'm sorry, I can't. I don't know where it is.
6. Pardon me. Could you tell me the way to the Natural History Museum?	f. Yes, of course. Should I write today's date too?

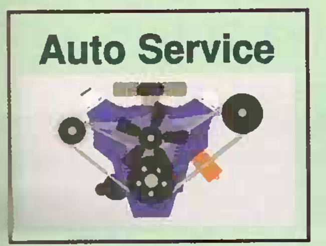




Exercise 2

Help me fix my car. Look at the service list and write the correct request under each picture.





- ✓ add some antifreeze
- ✓ put in a new air filter
- ✓ adjust the brakes
- ✓ change the oil filter
- ✓ balance the tires
- ✓ give it a tune-up



1. Could you add some antifreeze?



2. ....



3. ....



4. ....



5. ....



6. ....

Exercise 3

Make a request for each situation with **could you** or **would you**.

1. You are on the bus. It is very hot inside and all the windows are closed. The passenger next to you is by a window.
   Would you open the window, please?
2. You have to be at school early tomorrow morning. Your school uniform is dirty. Your mother is washing some clothes.
   ....
3. You are doing your homework. You don't know how to solve some math problems. Your father understands math very well.
   ....
4. You are with your friends. They are playing loud music on the stereo. You have a bad headache.
   ....
5. You are in English class. Your teacher is giving a lesson about polite requests. You don't understand "could you".
   ....

Activity 1

Form groups of three. Pretend that you are in a restaurant. One of you is the waiter and the other two are customers. Create a dialogue and act it out in class. Order from the menu and use **could you** and **would you** to make requests.

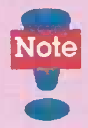
Example

Waiter: Good afternoon. What would you like to have for lunch?
Customer A: I'll have the fried chicken. And would you bring me a salad too?
Waiter: Yes, of course, sir. . . . Would you like some French fries with your chicken?
Customer A: No, but could you bring me some bread, please?
Waiter: Of course, sir. . . . Would you like the fried chicken too, ma'am?
Customer B: No, I'll have . . .



B We use will you to make polite requests.

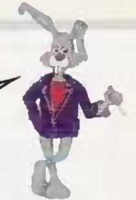




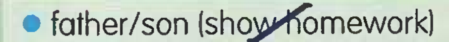
Note Will you is not as polite or formal as could you and would you It usually expresses a request from an authority.



Exercise 4



1. You are the manager of a company, and you want your secretary to type some important letters.
   Will you type these letters, please?
2. You are a teacher, and you want your students to open their history books to page 312.
   ....
3. You are a police officer, and you want to see a person's driver's license.
   ....
4. You are a referee at a basketball game, and you want the players to come to the center of the court.
   ....
5. You are a doctor, and you want a nurse to take a patient's temperature.
   ....



Exercise 5



- father/son (show homework)
- director/actor (speak more loudly and clearly)
- doctor/patient (take medicine three times a day)
- pilot/flight attendant (bring coffee)
- manager/secretary (type more quickly)

1. Father: Will you show me your biology homework, Evan?
   Son: OK, Dad. Here it is.
2. ....
   ....
3. ....
   ....
4. ....
   ....
5. ....
   ....

Activity 2

You and your classmates are decorating the interior of a house. Draw a big picture of the living room (with a window and a door) on the blackboard. Then let your classmates make requests about where to put the furniture. Answer their requests and draw each item in the correct place in the picture.



Here is some furniture. You can add more of your own.

Furniture
- ~~table~~
- chairs
- sofa
- bookcase
- ~~TV~~
- stereo
- lamp

Example

A: Will you put the table under the window, please?
You: OK. . . . Is it all right there?
A: Yes, it is.
B: Will you set the TV on top of the table?
You: All right. . . .

Follow-up

Exercise 6

Complete the dialogues. Make requests with **could you** or **would you**. Use the expressions in the box or make up others on your own.

1. **Selin:** It's very cold in here. Would you close the window, please?
   Suzan: Yes, of course.
2. **Lady:** Pardon me, sir. My hands are full. ....
   Gentleman: ....
3. **Passenger:** I'm late for my flight. ....
   Taxi driver: ....
4. **Student:** I'm sorry. I didn't hear you. ....
   Teacher: ....
5. **Richard:** I'm in the shower. ....
   Eric: ....

- ~~close the window~~
- open the door for me
- drive faster
- repeat the sentence
- answer the phone

Exercise 7

Match the speakers with their requests.

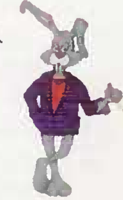
1. Will you please step out of the car?
2. Will you clean the blackboard, Alicia?
3. Would you open your mouth, please?
4. Could you show me the same jacket in a different color?
5. Will you please speak more quietly?
6. Would you take me to the Palace Hotel, please?
7. Could you loan me some money?
8. Would you please fasten your seat belts?
9. Will you make photocopies of these papers?
10. Could you explain that math problem again?

- dentist
- librarian
- police officer
- teacher
- tourist
- student
- manager
- customer
- flight attendant
- friend

Activity 3

Form groups. Make plans to go on a picnic together. Choose one member of your group to be the leader. Let him/her ask the rest of the group members to do different things for the picnic. Your teacher will decide which group creates the best dialogue.





Example

Group A Leader: Could you buy some drinks, Ed?

Ed: Yes, of course. I'll get some Coke.

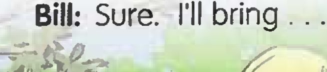
Group A Leader: Would you bring your radio, Ann?

Ann: I'm afraid I can't. It's broken.

Bill: I can bring my cassette player.

Group A Leader: Great! Could you bring some cassettes too?

Bill: Sure. I'll bring . . .





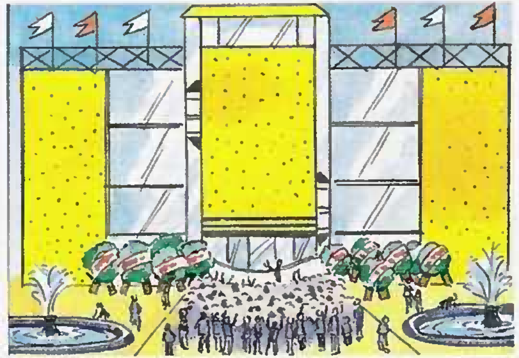
Unit 11 The Passive Voice (The Simple Past Tense - The Past Continuous Tense)



A The Passive of the Simple Past



A goal was scored by Hakan.



A new shopping center was opened downtown yesterday.

	Question	Negative	Affirmative
Active	Did you give her a present?	I did not give her a present.	I gave her a present.
	Did he fix your bike?	He did not fix my bike.	He fixed my bike.
	Did they score two goals?	They did not score two goals.	They scored two goals.
Passive	Was she given a present (by you)?	She was not given a present (by me).	She was given a present (by me).
	Was your bike fixed (by him)?	My bike was not fixed (by him).	My bike was fixed (by him).
	Were two goals scored (by them)?	Two goals were not scored (by them).	Two goals were scored (by them).

Exercise 1 Circle the correct choice.

1. Active (Passive) They were asked difficult questions.
2. Active Passive We gathered around the fireplace to listen to the old man's strange tale.
3. Active Passive The gold coins weren't found in the chest.
4. Active Passive Just as he finished his work, the fire alarm went off.
5. Active Passive She went to the kitchen and started preparing dinner.
6. Active Passive He was given a thick bathrobe and a big heavy towel.
7. Active Passive The truck was loaded with vegetables.

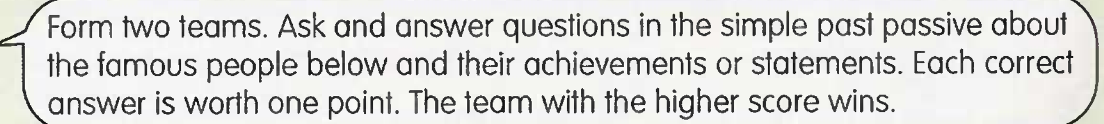
Exercise 2

Complete the sentences using the simple past passive of the verbs in the box.

invite
discover
call
cancel
surprise
~~employ~~
cause
steal
take
send

1. Fifty people ....were employed......... by that company last year.
2. I .... to a party yesterday.
3. The message .... to them a few days ago.
4. Most traffic accidents .... by drunk drivers last year.
5. How much money .... from your house last night?
6. Many flights .... because of the thick fog.
7. Because there were injured people, an ambulance .... to the scene of the accident.
8. These photographs .... by my grandfather.
9. The New World .... by Europeans in 1492.
10. We .... by the news we received a few hours ago.

Activity 1





- invented the light bulb
- said "I came, I saw, I conquered"
- wrote *War and Peace*
- discovered radium
- ~~discovered America~~
- conquered Constantinople
- invented the telephone
- discovered the law of gravity
- wrote *Hamlet*
- conquered the Persian Empire
- wrote the *Mesnevi*
- said "Let them eat cake"
- said "One small step for man, one giant leap for mankind"

Example

Team A S1: Who was America discovered by?

Team B S1: America was discovered by Christopher Columbus.

Teacher: That's a correct answer in the passive voice! One point for team B.

B The Passive of the Past Continuous



A lot of cars were being sold at the used-car sale last Sunday.



The computer was being used by Andy last night.

	Question	Negative	Affirmative
Active	Were you taking care of the cat?	I was not taking care of the cat.	I was taking care of the cat.
Active	Was he leading the team?	He was not leading the team.	He was leading the team.
Active	Were they watching the film?	They were not watching the film.	They were watching the film.
Passive	Was the cat being taken care of (by you)?	The cat was not being taken care of (by me).	The cat was being taken care of (by me).
Passive	Was the team being led (by him)?	The team was not being led (by him).	The team was being led (by him).
Passive	Was the film being watched (by them)?	The film was not being watched (by them).	The film was being watched (by them).

Exercise 3

Circle the correct choice.

1. Active (Passive) The prime minister was being greeted by the president.
2. Active Passive Were you looking for a new job?
3. Active Passive The letters were being mailed.
4. Active Passive I was playing with the puppy.
5. Active Passive Nobody was giving him an opportunity.
6. Active Passive The truck driver was being questioned by the police.

Exercise 4

Complete the sentences using the past continuous passive of the verbs in the box.

feed	build	discuss	~~treat~~	check	abandon

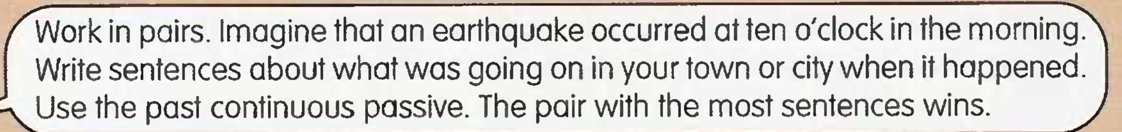
1. The patients ....were being treated..... well by the doctors and nurses.
2. Passports .... by the police at the airport.
3. The economic problem .... by the members of parliament.
4. The tallest building in Chicago .... when I lived there.
5. The baby .... by her mother.
6. Some towns and villages .... because of the flood.

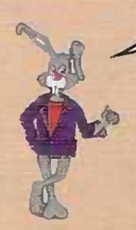
Exercise 5

Change the active sentences into passive sentences.

1. People were hunting the animals.
   ...The animals were being hunted...
2. The mechanic was repairing my friend's car.
   ....
3. The football players were celebrating the victory.
   ....
4. Were the students taking an exam?
   ....
5. Were the dogs biting people?
   ....
6. Where were they selling the pictures?
   ....

Activity 2





Example

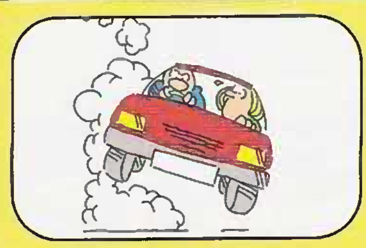
1. When the earthquake happened, ships were being loaded in the harbor.
2. When the earthquake happened, children were being taken to school.

unit 11 The Passive Voice (The Simple Past Tense- The Past Continuous Tense)

Follow-up

Exercise 6

Look at the pictures of what was happening at three o'clock yesterday afternoon. Write sentences about what was going on. Use the past continuous passive.



1. The car was being driven fast.



2. ....



3. ....



4. ....

5. ....



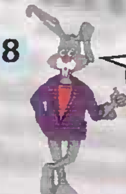
6. ....

Exercise 7

Change the sentences into the active or the passive.

1. Active: A lot of people warned us not to go out at night.
   Passive: We were warned not to go out at night.
2. Active: ....
   Passive: The thief was caught by the police near the bank.
3. Active: They weren't hunting deer in the spring.
   Passive: ....
4. Active: When did they build your school?
   Passive: ....
5. Active: ....
   Passive: Were the trees planted by the gardener?
6. Active: ....
   Passive: Were you being followed by someone last night?
7. Active: ....
   Passive: New songs were being taught to the students by the teacher every day.

Exercise 8



Write sentences based on the newspaper headlines. Use the simple past passive.

Example

German Player Wins Wimbledon Tennis Tournament this Year

The Wimbledon tennis tournament was won by a German player this year.

1. Navy Rescues 12 Sailors from Desert Island

....

2. Two Million Tourists Visit Topkapi Palace Last Year

....

3. Japanese Firm Buys American Aircraft Company

....

4. President of Uzbekistan Greets President of Turkey at Airport

....

5. Ministry of Education Opens Five New Schools

....

6. Turkish Weightlifter Wins Olympic Gold Medal

....

Activity 3

Work in pairs. Imagine that you went to a soccer game last weekend. Write a dialogue about the game in the simple past passive and the past continuous passive. Then read your dialogue aloud to the rest of the class.



Example

A: Who was the game being played by?
B: The game was being played by Fenerbahce and Galatasaray.
A: Who was the first goal scored by?
B: The first goal was scored by Galatasaray.
A: How many fans was the game being watched by?
B: The game was being watched by . . .



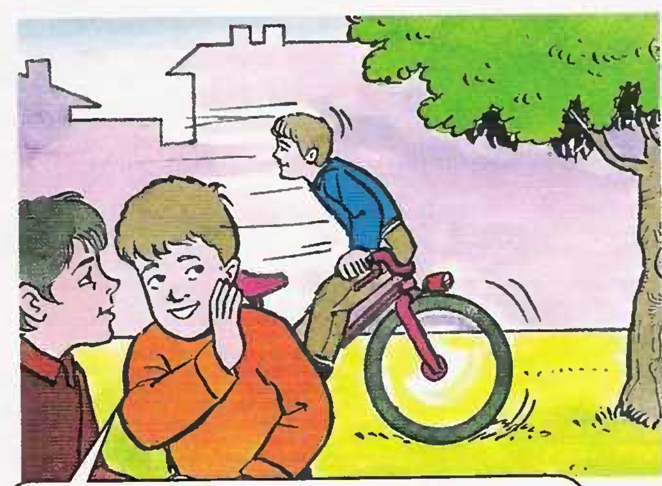
Unit 12 Comparison of **will** & **be going to**



A

We use will to make a prediction or express an opinion about an action in the future, but we use be going to to express certainty about an action in the future because there is evidence or an indication that it will happen.





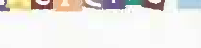
Exercise 1

Complete the sentences with **will** or **be going to**.

1. Look at that boat! It .... is going to .... sink.
2. I think it .... rain tomorrow.
3. Those clouds are very dark. It .... rain soon.
4. Look at the time! I'm sure we .... miss the train.
5. We .... probably need your help with that job tomorrow.
6. Watch out, Hakan! You .... crash into that wall!
7. I hope you....................................... be happy, Ted.
8. Wake up, Pelin! You .... be late for school.
9. Every home .... have a computer in the future.
10. My tape recorder is broken. I .... buy a new one.
11. Don't play outside, Peter. You .... catch a cold.
12. I think Metin .... be a doctor when he grows up.







Check the correct sentence under each picture.

1



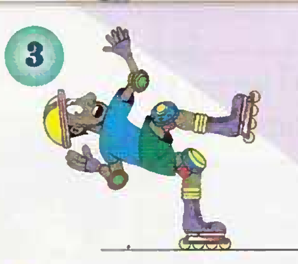
- [ ] He will drown.
- [x] He is going to drown.

2



- [ ] He will be a famous soccer player someday.
- [ ] He is going to be a famous soccer player someday.

3



- [ ] He will fall down.
- [ ] He is going to fall down.

4



- [ ] He will win the race.
- [ ] He is going to win the race.

5

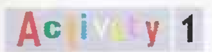


- [ ] The rocket will explode.
- [ ] The rocket is going to explode.

6



- [ ] Robots will drive cars in the future.
- [ ] Robots are going to drive cars in the future.



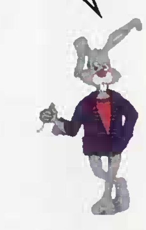
Form two teams. Choose one set of future predictions and prepare explanations to support them. Then discuss your ideas in class. The team that gives better support for its predictions wins. Your teacher will be the judge.

Example

Team A S1: In the future, robots will replace humans in all jobs because they are more intelligent than humans.

Team B S1: Robots will not replace humans in all jobs because they can never be more intelligent than the people who make them.

Team A S2: Robots will replace humans in all jobs because . . .





Robots will replace humans in all jobs.
The weather will become warmer all around the world.
There will be more forests on the earth.
There will not be another World War.
Doctors will be able to cure all diseases.
People will not live in space.
The world's population will continue to grow.



Robots will not replace humans in all jobs.
The weather will become colder all around the world.
There will be fewer forests on the earth.
There will be another World War.
Doctors will not be able to cure all diseases.
People will live in space.
The world's population will not continue to grow.



Unit 12 Comparison of **will** & **be going to**



We use will for actions that we decide to do at the moment of speaking, but we use be going to for actions that we decided or planned to do before the moment of speaking.





Exercise 3 Complete the sentences using **will** or **be going to** and the words in parentheses.

1. **A:** What ....are you going to do............... (you/do) with that can of paint?
   B: I .... (paint) the garage door.
2. What are those tickets for?
   We .... (go) to the cinema tonight.
3. What .... (you/do) during the summer vacation?
   .... (I/go) to London.
4. **A:** The telephone is ringing.
   B: Don't worry. I .... (answer) it.
5. I bought some bricks. I .... (repair) the chimney.
6. **A:** What would you like to have for lunch?
   B: I .... (have) a sandwich.
7. Anita sold her old car. She .... (buy) a new one.
8. My tooth hurts. I .... (go) to the dentist.
9. The Smiths bought a new house. They .... (move in) next week.



Exercise 4

Write sentences about the pictures. Use **will** or **be going to** and the phrases in the box.

be late for school	have a party tonight
study hard this weekend	go and get my bike
have to pay for it out of your allowance	





Activity 2

Work in pairs. Imagine that you are at the holiday resort in the picture. Write your plans for the day individually. Then discuss your plans together.

Example



A: Are you going to swim in the pool today?

B: Yes, I'm going to swim in the pool. Are you going to swim in the pool too?

A: No, I'm going to . . .



Follow-up



Exercise 5

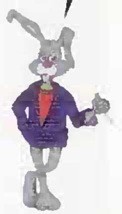
Check the correct choice.



1. Sedat wants to improve his English, so . . .
   - ☐ he will go to a language school in England.
   - ☑ he is going to go to a language school in England.
2. I feel very tired, so . . .
   - ☐ I will go to bed. I can help you tomorrow.
   - ☐ I am going to go to bed. I can help you tomorrow.
3. Jackie bought a lot of presents.
   - ☐ Her mother will have her fiftieth birthday on Thursday.
   - ☐ Her mother is going to have her fiftieth birthday on Thursday.
4. "There isn't any milk left in the refrigerator."
   - ☐ "I will go to the store and get some more."
   - ☐ "I am going to go to the store and and get some more."
5. Fatma doesn't like this dress.
   - ☐ She will exchange it for another one.
   - ☐ She is going to exchange it for another one.

Activity 3

Write your name on a slip of paper and give it to your teacher. Then choose a slip from the bunch. On a separate piece of paper, write a paragraph of future predictions about the person whose name is on the slip. Sign your work and give it to the teacher. When he/she reads all the predictions out loud, try to guess who they are about. Correct guesses are worth one point (you will not get a point for a correct guess about the predictions you wrote). The student with the highest score wins.



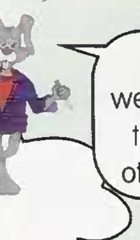
Example Maria will go to university and study law. She will become a lawyer. Then she will work as a judge. She will . . .

Teacher: This person will go to university and study law. She will become a lawyer. Then she will work as a judge. She will . . .
Student A: Is it Maria?
Teacher: Yes, it is! You get a point.



Activity 4

Work in pairs. First write your own weather forecast for the cities on the map. Then ask questions about your partner's predictions and complete the rest of the chart.



You can use the weather conditions in the box or think of others on your own.

Example

A: What do you think the weather will be like in Istanbul tomorrow?

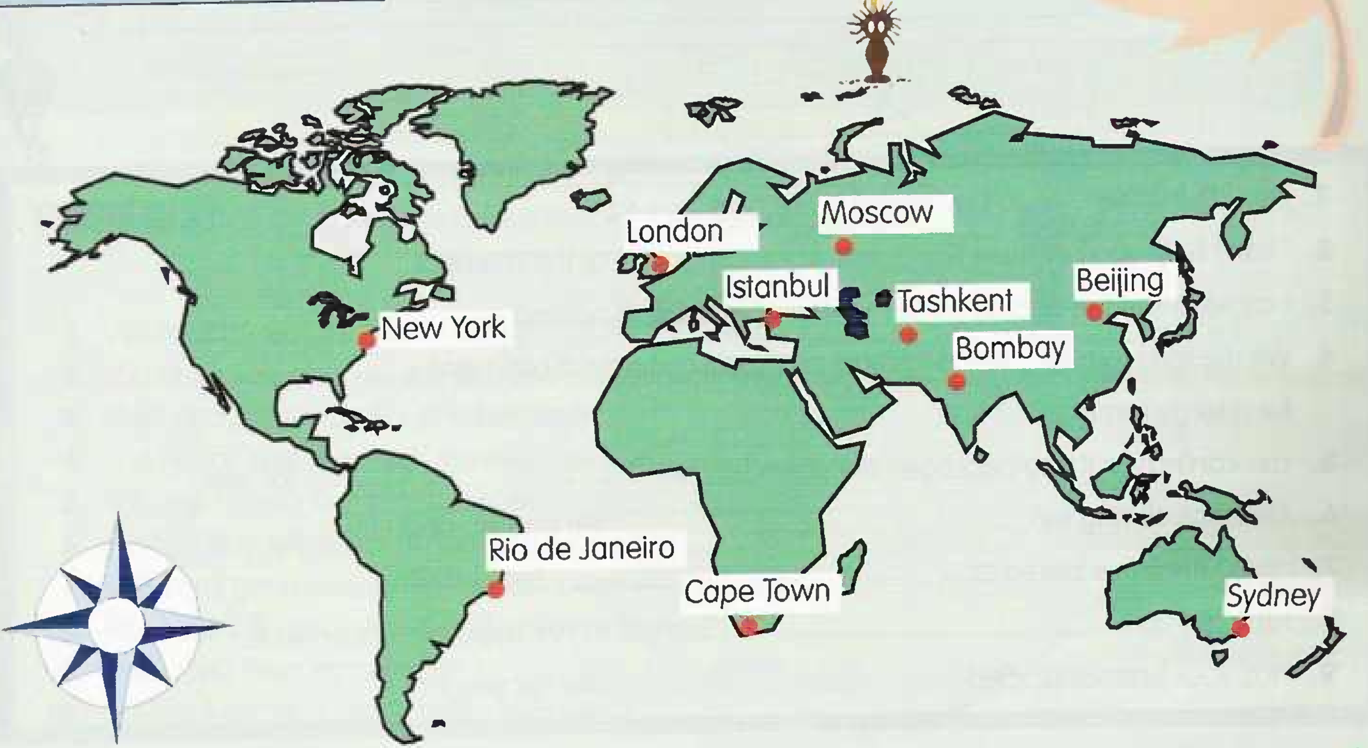
B: I think it will be foggy, and the temperature will be 20 degrees Celsius. What do you forecast for Istanbul?

A: I think the weather will be rainy, and . . .

Weather Conditions

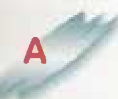


CITIES	Your Weather Forecast	Your Partner's Forecast
Istanbul	rainy, 18 degrees Celsius	foggy, 20 degrees Celsius
Sydney		
Cape Town		
Moscow		
Tashkent		
London		
New York		
Rio de Janeiro		
Beijing		
Bombay		





Unit 13 Too & enough



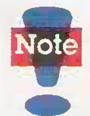
A We use enough after adjectives and adverbs, and we use too before adjectives and adverbs.



Look at the time! I'm going to be too late to catch the five o'clock train.



Naci couldn't pass the exam because he didn't study hard enough.



Note Too expresses that something is of a greater amount or degree than is reasonable, possible, or necessary. Enough expresses that something is sufficient or as much as is necessary.

Exercise 1 Complete the sentences with **too** or **enough** and the words in the box.

expensive	heavy	fast	early	hard
quickly	~~rich~~	big	busy	

1. I'm ...rich enough....... to buy any of these cars.
2. I can't help you because I'm .... at the moment.
3. I couldn't see the license plate number of that car. It passed ....
4. We decided to buy a Volga instead of a Lada because a Lada isn't .... for a large family.
5. You can't carry these packages because they are .... for you.
6. Alex was driving too .... He had an accident.
7. I don't think this stereo is .... Let's buy it.
8. Jane got up .... She got to her appointment on time.
9. Has your brother studied .... for his exams?

Exercise 2

Choose the best option to complete each sentence.

1. Mark can't eat those apples because they are . . .
   - ☐ too delicious.
   - ☐ delicious enough.
   - ☑ too sour.
   - ☐ sour enough.

2. Sally can do her homework by herself because she is . . .
   - ☐ too smart.
   - ☐ smart enough.
   - ☐ lazy enough.
   - ☐ too lazy.

3. Esra can't go to the theater alone because it is . . .
   - ☐ far enough.
   - ☐ too far.
   - ☐ expensive enough.
   - ☐ too expensive.

4. Tom woke up the baby because he spoke . . .
   - ☐ loudly enough.
   - ☐ too loudly.
   - ☐ quietly enough.
   - ☐ too quietly.

5. Pam didn't win the race because she didn't run . . .
   - ☐ fast enough.
   - ☐ too fast.
   - ☐ too slowly.
   - ☐ slowly enough.

6. George can't wear those pants because they are . . .
   - ☐ too long.
   - ☐ long enough.
   - ☐ pretty enough.
   - ☐ too pretty.

Exercise 3

Complete the sentences. Use **too** or **enough**.

1. We couldn't eat the fish because ....it was too salty.....
2. You can't see Mercury without a telescope because ....
3. Nobody can live on the sun because ....
4. The police couldn't catch the thief because ....
5. You can't climb that tree because ....
6. He can buy whatever he wants because ....
7. She can't get a driver's license because ....
8. Fifty students can't sit in this classroom because ....
9. They can't hear us because ....
10. We can't go on a picnic today because ....

Exercise 4

*Summarize the main idea of each dialogue in one sentence with **too** or **enough**.*

1. **Bilal:** Can I drive the car, dad?
   Bilal's father: You're only 10 years old. People under 18 can't drive cars.
   Bilal is not old enough to drive his father's car.

2. **Arthur:** Let's cross the river.
   Jimmy: The water's very deep. We can't cross it.
   ....

3. **Mert:** Who is that athlete?
   Arif: That's Naim Suleymanoglu. He's very strong. He can lift 200 kilograms.
   ....

4. **Hotel guest:** Can I drink the tap water?
   Hotel receptionist: Yes, you can, sir. It's clean.
   ....

5. **Alice:** Let's take the five o'clock train to Pittsburgh.
   Marsha: We can't take that train. It left five minutes ago.
   ....

6. **Murat:** Can I play outside, Mom?
   Murat's mother: No. It's very cold outside. You'll get the flu.
   ....

7. **Math teacher:** Please do the problems on page 105 for homework tonight.
   Zeki: Those problems are difficult. I won't be able to finish them tonight.
   ....

Activity 1

Form two teams. Ask questions with "why" and answer them in complete sentences using **too** or **enough**. Correct answers (with **too** or **enough**) are worth one point. The team with the higher score wins.



Team A S1: Why can't a knife cut through a stone?
Team B S1: Because a stone is too hard to cut with a knife.
Teacher: That's right! One point for team B.
Team B S2: Why can't you see some of the planets?
Team A S2: Because they are far away.
Teacher: That's right, but you forgot to use too. You don't get a point.



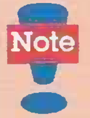
B We use too and enough before nouns.



He wants to buy a house, but he doesn't have enough money.



The library has too many books for one person to read.



Note

1. We use enough before both uncountable and plural countable nouns.

   Ahmet has enough strength to lift the table.

   Ali has enough toys to play with.

2. We use too with much before uncountable nouns, but we use too with many before plural countable nouns.

   Jeff eats too much candy.

   Jeff has too many candy bars.

Exercise 5 Complete the sentences using **enough** or **too much/many**.

1. I can't drink this coffee. It's got ......too much....... sugar in it.
2. I'd like to go to the game, but I don't have .... money to buy a ticket.
3. He couldn't see what was in the room because there wasn't .... light.
4. Some of the students couldn't sit down because there were .... students in the gym.
5. We didn't enjoy the game. There were .... people there.
6. She couldn't bake a cake because she didn't have .... flour.

Follow-up

Exercise 6

Complete the sentences with **too much/many** or **enough** and the words in the box.

money	chemicals	well	sweets	toys	slippery	clever

1. I don't have .....enough money.........., so I can't buy that pen now.
2. Rob did not play .... yesterday. He had to leave the team.
3. You shouldn't drive in this storm. The roads are ....
4. She eats .... They aren't good for her teeth.
5. John is .... He can easily solve difficult math problems.
6. My son already has .... I'm not going to buy him any more.
7. The students couldn't do their experiments because there weren't .... in the laboratory.

Exercise 7

Match the questions and answers.



A

1. Mr. Williams is on the phone. He wants to talk to you. Would you like to speak with him?
2. Is your son going to join the army?
3. Let's go to the football game.
4. Why don't we go on a picnic this afternoon?
5. Would you like to be a taxi driver?
6. Can you speak Chinese fluently?
7. Did you understand his grammar explanations?
8. Would you like to go to the cinema?

B

a. It's too late. The film started at 4:30.
b. It isn't warm enough, and it seems that it's going to rain soon.
c. No. He isn't old enough to be a soldier.
d. No, thanks. I'm too tired and the stadium is too far away.
e. Tell him to call me later. I'm too busy to talk to him at the moment.
f. No, I can't. I don't even know enough to have a conversation.
g. No, not really. I don't know the streets in this city well enough.
h. No, they were too difficult for me to understand.

Activity 2



Work in pairs. Choose three questions from the list and write as many sensible answers as you can. The pair that makes the most sentences wins the game.

1. What is a child not old enough to do?
2. What is an adult too old to do?
3. What things are too small for you to see?
4. What is too heavy to carry in your book bag?
5. What things are easy enough to learn on your own?
6. What things are too hard to do without someone else's help?

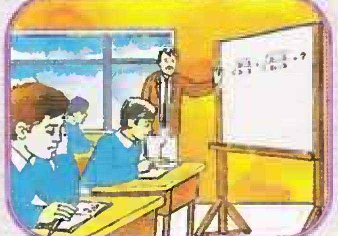
Example

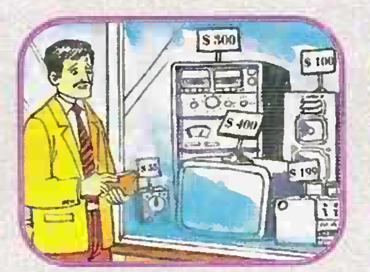
A child isn't old enough to drive a car.
A child isn't old enough to . . .

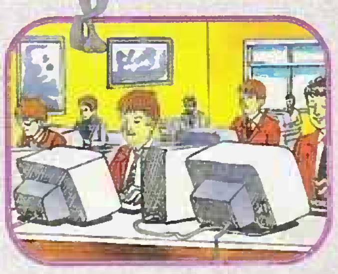
Exercise 8

Write sentences with **too** or **enough** under the pictures.









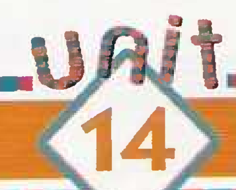
1. There are too many people in the street.
2. ....
3. ....
4. ....







5. ....
6. ....
7. ....



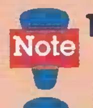
14 The Present Perfect Tense



A We use the present perfect for actions that began in the past and continue up to the present.



Question	Negative	Affirmative
Have you worked?	I have not worked.	I have worked.
Have I liked?	You have not liked.	You have liked.
Has she eaten?	She has not eaten.	She has eaten.
Has he read?	He has not read.	He has read.
Has it fallen?	It has not fallen.	It has fallen.
Have you taken?	We have not taken.	We have taken.
Have we drunk?	You have not drunk.	You have drunk.
Have they gone?	They have not gone.	They have gone.



Note

1. The short form of have is 've, and the short form of has is 's.
   Haven't/'ve not are the negative contractions of have not.
   Hasn't/'s not are the negative contractions of has not.
2. We use the past participle of verbs to form the present perfect. The past participles of regular verbs are formed in the same way as the simple past tense (see page 92 in *Speed Up Grammar 1*). The present, the past, and the past participle forms of a regular verb and an irregular verb are shown below. For more examples of irregular verbs, see the appendix in *Speed Up Grammar 1*.

	Present	Past	Past Participle
Regular	want	wanted	wanted
Irregular	buy	bought	bought



Exercise 1

Complete the sentences using the present perfect of the verbs in parentheses.

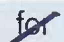
1. I ......have read...... (read) one hundred books so far.
2. How long .... Tina ....(be) in Italy?
3. Mehmet .... never .... (tell) a lie in his life.
4. Jerry .... (work) in the garage all day.
5. Alan .... (not come) to school for a week.
6. How long .... you .... (study) English?
7. Robert .... (know) Betty and John for many years.
8. I .... (not see) a wolf here up till now.

Time References with the Present Perfect

- We can use time references such as for, since, before (now), ever, never, up till now, so far, etc. with usage A of the present perfect.
- We use since with a particular time. *... since 1980, ... since 7:00, ... since I was born.*
- We use for with a period or duration of time. *... for one year, ... for two hours, ... for a long time.*
- We use ever in questions. *Have you ever been to Germany?*
- We use ever and never in front of the main verb, but we use so far, up till now, etc. at the end of the sentence.

Exercise 2

Fill in the blanks with the correct time references.


for	since	before (2)	never	ever



1. I haven't seen my uncle ....for.............. seven months.
2. She has .... listened to the pop music.
3. Haven't you been to Ankara .... ?
4. John has worked in a bank .... he left high school.
5. Has Kate .... told you her uncle's story?
6. He hasn't eaten Japanese food ....

Activity 1

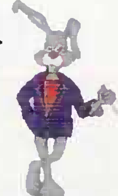
Work in pairs. Write a list of some of your personal belongings. Then ask and aswer questions about them.

Example

My Personal Belongings

computer
tape recorder
guitar
bicycle

A: Do you have a computer?
B: Yes, I do.
A: How long have you had it?
B: I've had it for three years.
A: What have you done with it so far?
B: I've played computer games, . . .





B

We use the present perfect for actions that happened at an indefinite time in the past.





Exercise 3 Complete the sentences using the words in parentheses. Put the verbs in the present perfect.

1. I .....have visited..... my grandmother ....recently........ . (visit/recently)
2. They .... out. (just/go)
3. Ahmet .... Cemil. (see/already)
4. A: .... you .... the job........................ ? (finish/yet)
   B: No, I .... the job .... (not finish/yet)
5. Tom .... to the theater .... (be/recently)

Time References with the Present Perfect

- We can use time references such as just, recently, already, yet, etc. with usage B of the present perfect.
- We use yet at the end of questions and in negatives only.
- We use just and already in front of the main verb.
- We use recently at the end of the sentence.

Exercise 4 Fill in the blanks with the correct time references.

just (3)	recently (2)	~~already~~	yet (2)

1. A: Have you seen Robert's new bike?
   B: Yes, I've ....already............ seen it.
2. A: Haven't you written the letters .... ?
   B: I've .... written one. But I haven't written the others ....
3. A: Would you like to have lunch with us?
   B: Thank you, but I've .... eaten.
4. Here is my report? I have .... finished it.
5. A: Have you been to the cinema .... ?
   B: No, I haven't been there ....

Activity 2

Work in pairs. Prepare three dialogues about some recent occurrences and act them out in the class. Your teacher will choose the best dialogue. Use the present perfect.

Here are some characters for your dialogues. You can think of others on your own.

- dentist/patient
- policeman/thief
- officer/soldier
- pilot/flight attendant
- mother/daughter

Example

Dentist: What's the matter with you?
Patient: I've just broken my front tooth!
Dentist: Let me see it. Have you been in a fight?
Patient: No, I haven't been in a fight, but I have . . .



C

We use the present perfect for repeated or habitual actions that happened in the past but have some connection with the present.





Time References with the Present Perfect

☞ We can use time references such as often, sometimes, several times, etc. with usage C of the present perfect.

Exercise 5

Match the sentences.

1. Jack has had lunch in this restaurant several times.
2. Jack has seen that film more than once.
3. Jack has often been to France.
4. Jack has smoked cigarettes in the past.
5. Jack has had three accidents.
6. Jack has often helped me with my homework.
7. Jack has bought many Turkish carpets.
8. Jack has often been to the doctor.

a. He speaks French.
b. He doesn't drive a car anymore.
c. He has an ulcer.
d. He's a good tutor.
e. He likes the food very much.
f. He doesn't want to watch it again.
g. He knows how to bargain very well.
h. He doesn't have any bad habits now.

Activity 3

Work in pairs. Ask and aswer questions about your past experiences and habits. Use the present perfect.



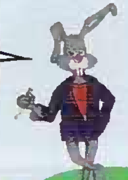
Example

A: Have you ever been to Konya?
B: Yes, I 've been there many times.
A: Have you visited Mevlana's tomb?
B: Yes, I 've often visited it.
A: Have you . . .

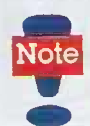
Follow-up

Exercise 6

Fill in the blanks with **for** or **since**.



1. Jason has stayed in the hotel ....since........ last week.
2. I have known Cemil .... a long time.
3. Where have you been .... the last week?
4. Aysha hasn't worked .... she had her accident.
5. Donald has worked as an engineer .... he moved to Cleveland.
6. I haven't seen Terri .... 1992.



Since last week means since the previous week, but for the last week means for the last seven days.

Activity 4

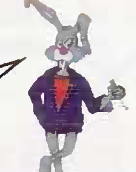
Work in pairs. Ask and answer questions about what you have done recently. Use the present perfect.



Example

A: Have you been to the cinema recently?
B: Yes, I have.
A: Have you seen Sylvester Stallone's new movie?
B: Yes, I have. Have you seen it?
A: No, but I've seen...

Exercise 7



Look at the pictures. Brad has made some changes in his office recently. Write down what they are.

Brad's Old Office



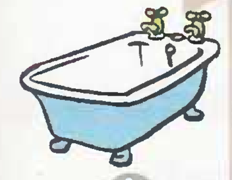
Brad's New Office



1. Brad has painted his office. ....
2. ....
3. ....
4. ....
5. ....
6. ....

Activity 5

Work in pairs. Imagine that one of you is a construction worker. Your company is building a house. Put a check next to the jobs that are finished. Then the construction manager (your partner) will ask you what has been done and put checks on his/her list.









Construction Manager's List

- [x] install the doors
- [ ] put in the windows
- [ ] install the bathtub
- [ ] install the toilets
- [ ] paint the rooms
- [ ] paint the ceilings
- [ ] connect the faucet
- [ ] hang the lamps
- [ ] put on the roof

Example

Construction manager: Have you installed the doors?
Construction worker: Yes, I've installed the doors.
Construction manager: Have you painted the rooms?
Construction worker: I've painted the walls, but I haven't painted the ceilings yet.
Construction manager: Have you . . .

Construction Worker's List

- [x] install the doors
- [ ] put in the windows
- [ ] install the bathtub
- [ ] install the toilets
- [ ] paint the walls
- [ ] paint the ceilings
- [ ] connect the faucet
- [ ] hang the lamps
- [ ] put on the roof

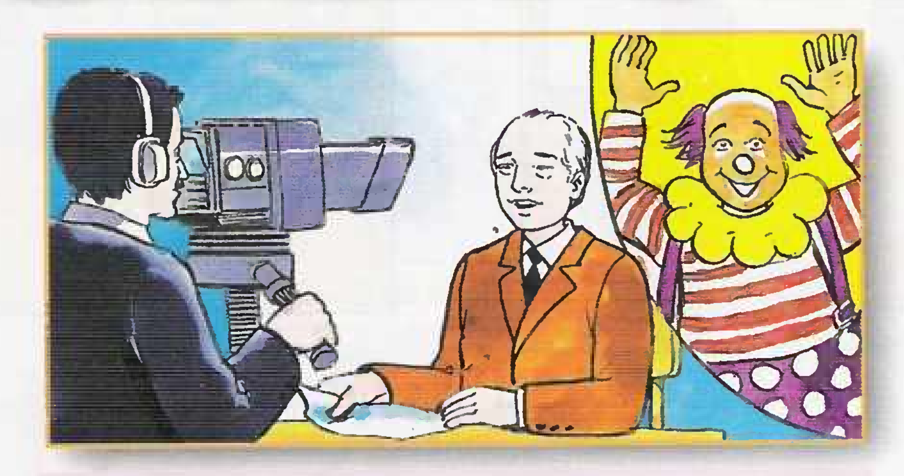




Unit 15 Comparison of the Simple Past Tense and the Present Perfect Tense



A We use the simple past for actions that lasted for a period of time in the past but are now finished, and we use the present perfect for actions that began in the past and continue up to the present.



Mr. Bailey worked as a clown in the circus for five years. Now he's a TV announcer. He's worked in the media for the last three years.

Exercise 1

Complete the sentences using the simple past or the present perfect of the verbs in parentheses.

1. **A:** ....Have.... you ....had.... (have) breakfast yet?
   B: Yes, I .... (have) it two hours ago.
2. I .... (see) Janet two days ago. I .... (not see) her since then.
3. We .... (play) football last Sunday. After the game, I .... (be) very tired.
4. He .... (work) in a shipping company for 15 years, but he works in a travel agency now.
   He .... (work) in the travel agency for five years.
5. **A:** Can I go out now, Mom?
   B: No, you can't. Finish your homework first.
   A: I .... already .... (do) it.
6. John .... (study) French in high school, but he .... (not use) the language since he .... (graduate).
7. I .... (go) to the library this afternoon. Then I came home, and I .... (be) here for about two hours now.

Activity 1 Work in pairs. Ask and answer questions about the length of time you spent doing things yesterday and today.

You can use the topics in the box or think of others on your own.

Example

A: How long have you studied English today?
B: I have studied English for one hour today.
A: Did you study English yesterday?
B: Yes, I studied English for two hours yesterday.

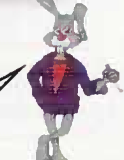
Topics
- study English
- sleep
- watch TV
- play basketball



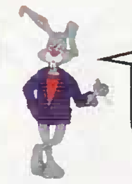
We use the simple past for completed actions that happened at a definite time in the past, but we use the present perfect for completed actions that happened at an indefinite time in the past.



Exercise 2 Complete the sentences using the simple past or the present perfect of the verbs in parentheses.



1. I ....didn't see.... (not see) you at the meeting this morning. ....Did you come.... (you/come) to the office late?
2. I .... (not go) to school yesterday. I .... (be) ill.
3. I .... (sell) my car last month, but I .... (buy) a new one.
4. **A:** Can I talk to Nevin?
   B: Yes, she .... just .... (come) back from the store.
5. Oh! I .... (watch) this program before. I don't want to watch it again.
6. **A:** What .... you .... (do)?
   B: *I .... (cut) my finger.*
7. **A:** A friend of yours .... (call) while you .... (be) out.
   B: That's OK. I .... (see) him at the bus stop.



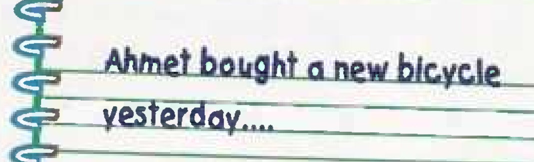
Activity 2

Work in pairs. Ask and answer questions about things that you did in the past. Use the simple past and the present perfect. Then write a paragraph in your notebook about your partner's answers.

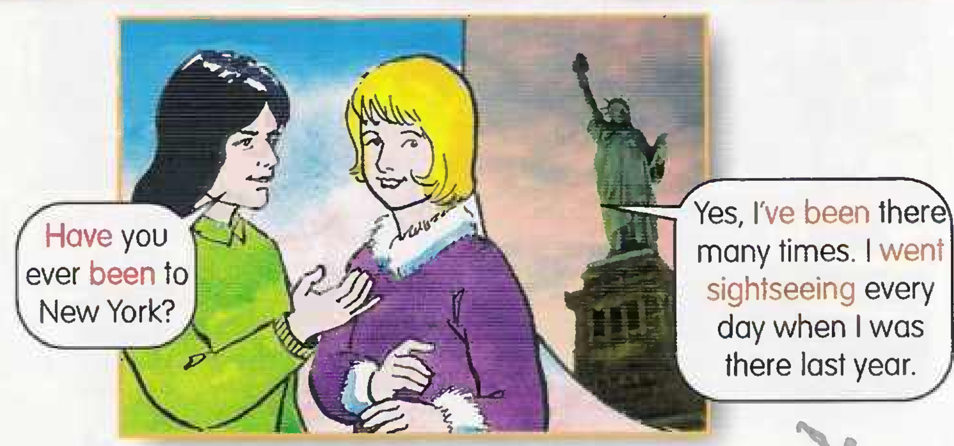


Example

Ahmet: I have bought a bicycle!
Burak: Oh, really! When did you buy it?
Ahmet: I bought it yesterday.



C We use the simple past for repeated or habitual actions that happened in the past and do not have any connection with the present, but we use the present perfect for repeated or habitual actions that happened in the past and have some connection with the present.



Exercise 3

Complete the sentences using the simple past or the present perfect of the verbs in parentheses.

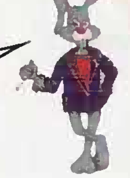


1. We ....swam.......... (swim) a lot when we ....were.......... (be) in Hawaii.
2. My grandfather .... (tell) me a lot of stories about his military service when he .... (be) alive.
3. .... (you/eat) a lot of pizza when you .... (be) in Italy?
4. I .... (drink) Pepsi Cola during the break.
5. **A:** .... ever .... (you/be) to England?
   B: Yes, I .... (be) there twice.
6. Jack .... (perform) magic tricks at his friend's birthday party last week.
7. **A:** .... (you/ever eat) shrimp?
   B: Yes, I .... (eat) shrimp many times.



Activity 3

Work in pairs. Ask and answer questions about the number of times you did certain things last month and this month. Then write a paragraph in your notebook about your partner's answers and read it aloud in class.



You can use the topics in the box or think of others on your own.

Example

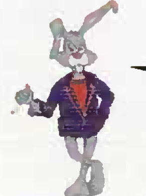
Merve: Did you play tennis last month?
Melih: Yes, I did.
Merve: How many times?
Melih: I played tennis twice last month.
Merve: Have you played tennis this month?
Melih: Yes, I have.
Merve: How many times?
Melih: I've played tennis. . .

Melih played tennis twice last month. . . .

Topics
- play football
- watch TV
- go swimming
- read books







Check the correct choice.

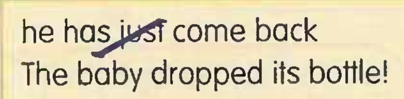
1. *I've been there ....*
   ☑ twice ☐ yesterday ☐ two days ago
2. What have you done .... ?
   ☐ last night ☐ recently ☐ an hour ago
3. I haven't seen him ....
   ☐ since Tuesday ☐ yesterday ☐ last night
4. *I've worked there ....*
   ☐ last year ☐ before ☐ in 1980
5. Has he called me .... ?
   ☐ today ☐ yesterday ☐ at two o'clock
6. John didn't study ....
   ☐ just ☐ up to now ☐ last night

Exercise 5

Match the sentences.

1. I lived in my own apartment from 1991 to 1995.
2. I have studied law for three years.
3. I didn't use my car for one month.
4. I haven't seen Bob yet.
5. I haven't received a letter from my friend since he went to Germany.

a. Perhaps he has lost my address.
b. Now I live with my family.
c. He comes to school late these days.
d. I went to work by bus.
e. I want to be a lawyer when I finish school.



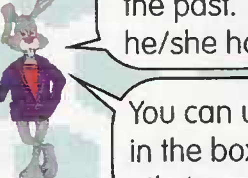
Exercise 6 Fill in three of the blanks with the phrases or sentences in the box. Fill in the other three with your own phrases or sentences.

he has ~~just~~ come back	She knows a lot about the city.
The baby dropped its bottle!	Ahmet has gone to the airport to pick up Mary.

1. Berk went shopping at 10 a.m., and ....he has just come back.........
2. ...., so you can't see him now.
3. **A:** Who has spilled milk on the carpet?
   B: ....
4. **A:** Oh! ....
   B: How did you do it?
5. George left ten minutes ago. ....
6. .... Who has taken it?
7. Kate has been to San Francisco. ....

Activity 4 *How much do you know about your teacher?*

Form two teams. Write two paragraphs about what you think your teacher did in the past. Then read your paragraphs out loud. Let your teacher say which things he/she has done and not done. The team that comes closer to the truth wins.



You can use the topics in the box or think of others on your own.

Topics
- travel abroad
- be on a TV show
- sail a boat
- meet somebody famous
- fly a plane

Example

Our teacher played football and volleyball when he was in high school. He also acted in a play. He has ridden horses many times, and he . . .

I played football and volleyball in high school, but I didn't act in a play. I've never ridden a horse, and I . . .







Unit 16 The Passive Voice (The Future Tense - The Present Perfect Tense)

A The Passive of the Future



Cities will be built differently in the future.



The world will be filled with tall buildings in the future.

	Question	Negative	Affirmative
Active	Will you send a reply?	I will not send a reply.	I will send a reply.
Active	Will the police arrest him?	The police will not arrest him.	The police will arrest him.
Active	Will new inventions change our lives much?	New inventions will not change our lives much.	New inventions will change our lives much.
Passive	Will a reply be sent (by you)?	A reply will not be sent (by me).	A reply will be sent (by me).
Passive	Will he be arrested (by the police)?	He will not be arrested (by the police).	He will be arrested (by the police).
Passive	Will our lives be changed much by new inventions?	Our lives will not be changed much by new inventions.	Our lives will be changed much by new inventions.

Exercise 1 Circle the correct choice.



1. Active (Passive) His bike will be repaired tomorrow.
2. Active Passive A cure for cancer will be discovered soon.
3. Active Passive Future generations will make great scientific discoveries.
4. Active Passive The farmers will plant corn in their fields.
5. Active Passive Will they send flowers to the wedding ceremony?
6. Active Passive All your questions will be answered.
7. Active Passive The daily news will be read on computers in the near future.
8. Active Passive Nobody will smoke cigarettes in public buildings.

Exercise 2

Complete the sentences using the future passive of the verbs in the box.

translate	build	punish	(not) start	give	hold	open	delay

1. We hope that a nuclear war ...will not be started... by the superpowers.
2. The conference .... in Moscow next month.
3. Many athletes............................... gold, silver, and bronze medals at the Olympic Games in Sydney.
4. Drunk drivers............................... very severely under the new law.
5. His books .... into several different languages in the next few months.
6. The highest skyscraper in the world .... in Japan.
7. The new airport .... by the president next year.
8. All flights .... until the fog lifts.

Exercise 3

Change the sentences into the active or the passive.

1. Active: They will not guard the factory.
   Passive: The factory will not be guarded by them
2. Active: Will Professor Andrews give a lecture tomorrow?
   Passive: ....
3. Active: The police will investigate the bank robbery.
   Passive: ....
4. Active: ....
   Passive: Will a new planet similar to Earth ever be discovered by scientists?
5. Active: ....
   Passive: Cars will not be used by people in the near future.

Activity 1

Elect a new president!

Imagine that it's election time in your country and you are running for president. Write a speech about what will be done when you are elected. What things will be changed? What problems will be solved? What projects will be started? Read your speeches aloud. Then hold the election in class and vote for the next president.

Example



The economic problem will be solved quickly. Many new factories will be built and everyone will be given a job. Food prices will be cut, and . . .



B The Passive of the Present Perfect



A lot of rivers have been polluted in recent years.



Airplanes have been used for travel by a lot of people in the past few decades.

	Question	Negative	Affirmative
Active	Have you solved the problem?	I have not solved the problem.	I have solved the problem.
Active	Has he built two houses?	He has not built two houses.	He has built two houses.
Active	Have they planted maple trees in the garden?	They have not planted maple trees in the garden.	They have planted maple trees in the garden.
Passive	Has the problem been solved (by you)?	The problem has not been solved (by me).	The problem has been solved (by me).
Passive	Have two houses been built (by him)?	Two houses have not been built (by him).	Two houses have been built (by him).
Passive	Have maple trees been planted in the garden (by them)?	Maple trees have not been planted in the garden (by them).	Maple trees have been planted in the garden (by them).



Exercise 4

Circle the correct choice.



1.	(Active)	Passive	It has rained heavily.
2.	Active	Passive	His glasses have been broken accidentally.
3.	Active	Passive	Has somebody lost his wallet?
4.	Active	Passive	Tea has been grown in northeastern Turkey.
5.	Active	Passive	Have you received a letter from your parents recently?
6.	Active	Passive	The tour of Topkapi Palace has been postponed.
7.	Active	Passive	Hasn't your daughter graduated from university yet?
8.	Active	Passive	A lot of construction work has been completed since last month.

Exercise 5

Complete the sentences using the present perfect passive of the verbs in the box.

adopt	~~make~~	postpone	(never) bite	injure
take	plant	give (2)	build	

1. A lot of changes ......have been made...... in the law to protect people's rights.
2. The football game .... because of the rain.
3. I .... by a snake in my life.
4. A new primary school .... in that village recently.
5. The athletes .... a lot of awards by governmental and private associations because they won medals at the Olympic Games.
6. He .... a new bicycle by his grandfather.
7. Several people .... in the car crash, and they .... to the hospital.
8. He is an orphan and he .... by a kind family.
9. Some trees .... on our street recently.

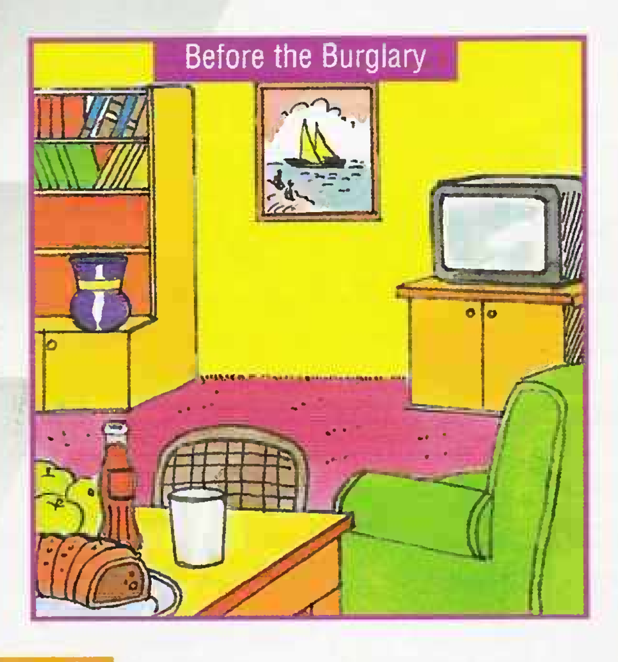
Exercise 6

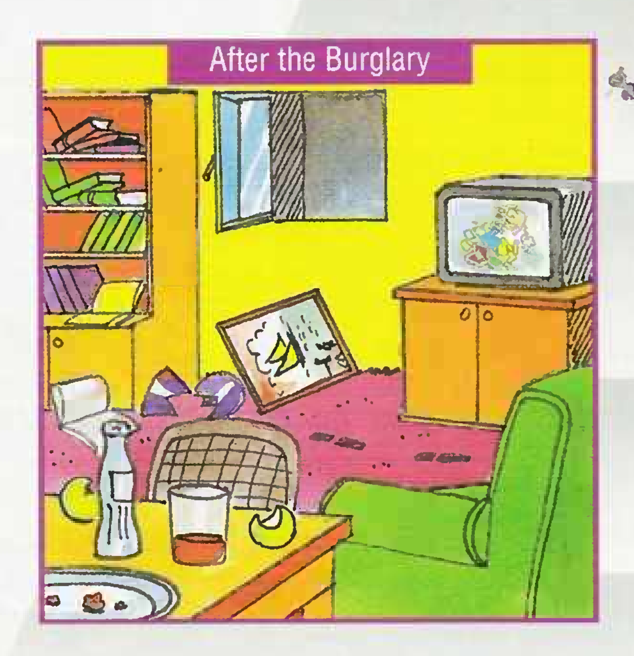
Change the sentences into the active or the passive.

1. Active: Have they found a new way?
   Passive: Has a new way been found by them?
2. Active: He hasn't started the project.
   Passive: ....
3. Active: Who has prepared the food?
   Passive: ....
4. Active: ....
   Passive: A lot of tricks have been taught to the circus animals by the trainers.
5. Active: ....
   Passive: The competition has been won by her.
6. Active: ....
   Passive: He hasn't been informed by anybody yet.

Activity 2

Work in pairs. Look at the two pictures of the Davidsons' living room. A burglar broke into their house while they were out for the evening. Ask and answer questions about *what has happened to their living room. Use the present perfect passive.*





Example **A:** Has the vase been broken?

B: Yes, the vase has been broken. . . . Has the . . . ?

Activity 3

Form two teams. Write sentences in the present perfect passive about what has been done in your school or in your town recently. The team with more true statements wins.



Example

Team A: A new fence has been put up around the school. Pine trees have been planted on the school grounds. The roof has been repaired. The classrooms have been repainted. The windows have been replaced, and . . .

Follow-up

Exercise 7

Complete the sentences using the future passive or the present perfect passive of the verbs in the box.

repair	~~(not)~~ use	park	give	(not) solve	omit
tell	punish	interview	advertise	sell	(not) see

1. The photocopier ....hasn't been used.... for a long time. I hope it .... soon.
2. That car .... in a no parking zone. I think the owner .... a ticket by a traffic policeman.
3. Many new products .... on TV recently. I think a lot of products .... in the next few months.
4. The second problem on the math exam .... correctly by any of the students. They hope it .... by their teacher.
5. All of those boys .... to obey the rules. Troublemakers ....
6. The minister .... in public since January, but he .... on TV tonight.



Exercise 8

Make questions in the active and passive according to the given answers.

1. The wheat will be planted in the spring.
   Active: What will they plant in the spring?
   Passive: What will be planted in the spring?
2. *Speed Up Course Book* will be published next year.
   Active: ....
   Passive: ....
3. A lot of illegal buildings have been torn down recently.
   Active: ....
   Passive: ....
4. A stereo will be given as a prize to the winner.
   Active: ....
   Passive: ....
5. The old castle has been restored recently.
   Active: ....
   Passive: ....
6. The new students have been introduced to the class.
   Active: ....
   Passive: ....

Activity 4

Form two teams. Think of five imaginary situations in the present perfect passive. Then ask the other team what will be done in each situation. Each sensible, correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: There has been a huge rainstorm, and your town has been flooded. What will be done?

Team B S1: Water will be drained from homes and other buildings. Roads and streets will be cleaned. Damaged buildings will be repaired.

Teacher: Those answers are all correct! Team B gets three points. Now it's team B's turn to ask a question.



Unit 17 Conditional Sentences (Types 0 & 1)



A We use type 0 conditional sentences to express general truths, causes and effects, and automatic or habitual results.





Main Clause (Simple Present Tense)	If-Clause (Simple Present Tense)
Water turns into steam	if it boils.
A red light shines	if the camera is on.
My transistor radio doesn't work	if the batteries are dead.



Note Either the **if**-clause or the main clause can come first in a conditional sentence.
If the batteries are dead, my transistor radio doesn't work.

Exercise 1 Complete the sentences with the corect form of the verbs in parentheses.

1. Rob ....reads........ (read) books if he ....has........ (have) free time.
2. Berk .... (not get) angry if somebody .... (laugh) at him.
3. Water .... (freeze) if the temperature .... (drop) below zero.
4. If the electricity .... (go out), this computer .... (save) data automatically.
5. If you .... (tickle) babies, they .... (laugh).

Exercise 2

Match the clauses.

1. Richard doesn't go outside . . .	a. if I push this button.
2. Plants die . . .	b. if somebody smiles at her.
3. My alarm clock rings . . .	c. if they run out of gasoline.
4. Salih plays the guitar . . .	d. if the weather is too cold.
5. Marsha doesn't react . . .	e. if he eats mussels.
6. Alan gets ill . . .	f. if they are hungry.
7. Cars stop . . .	g. if his group has a concert.
8. Lions attack other animals . . .	h. if you don't water them.

Exercise 3

Complete the sentences.



1. I always feel lazy .... if I don't eat breakfast.
2. I fix my bicycle myself if ....
3. If the students don't understand, ...
4. Alicia doesn't listen to music if ....
5. If I go to bed late, ...
6. Dilek works hard if ....
7. .... if I am hungry.

Activity 1

Ask a student to leave the classroom. Then form two teams. Let each team predict how the student will answer five questions. Ask the student to return to the room and answer the questions. The questions must be conditional sentences. The team with the most true predictions wins.



Example

Team A: What does Ahmet do if he doesn't have any money?
Team B: He borrows money from his friends, if he doesn't have any.
Team B: What does he do if he forgets his house key?
Team A: He calls his mom.
Team A: What does he do if . . . ?

Teacher: What do you do if you don't have any money, Ahmet?
Ahmet: I borrow money from my friends, if I don't have any.
Teacher: One point for team B. . . . What do you do if you forget your house key?
Ahmet: I go to my neighbor's house if I forget my house key.
Teacher: No point for team A. . . . What do you do if . . . ?





B

We use type 1 conditional sentences to give commands and advice or to express a strong probability in the future.

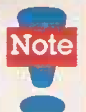




Main Clause (Future Tense)	If-Clause (Simple Present Tense)
We will go on a picnic	if the weather is nice tomorrow.
Jack won't arrive at school on time	if he misses the bus.

Note We can use can, have to, should, etc., and commands in type 1 conditional sentences.

Ebru can see the Eiffel Tower	if she has enough time in Paris.
I don't have to get up early	if tomorrow is a holiday.
You should get lots of exercise	if you want to stay healthy.
Wake me up	if Dennis calls.



Exercise 4

Complete the sentences with the correct form of the verbs in parentheses.

1. Lynn ......will get...... (get) fat if she ......eats...... (eat) a lot of chocolate.
2. I .... (drive) you to the game if your father .... (have) something to do tomorrow.
3. If the fog .... (get) thicker, they .... (close) the airport.
4. .... (not go) to the park if it .... (rain).
5. You .... (catch) a cold if you .... (play) outside.
6. You .... (ride) my bicycle if you .... (like).
7. If Bill .... (come) here tomorrow, ... (give) him this note.
8. You .... (visit) Disneyland if you .... (go) to Los Angeles.

Exercise 5

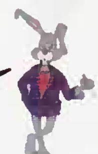
Match the clauses.



1. If there is a football game on TV, . . .	a. if he still feels ill.
2. We will be late . . .	b. you can talk to him on the telephone.
3. Jim won't go to work tomorrow . . .	c. if she works for that company.
4. If Veysel is at home, . . .	d. take an aspirin.
5. Oya will earn a good salary . . .	e. if we don't hurry.
6. If you have a headache, . . .	f. I will watch it.

Exercise 6

Complete the sentences.



1. If Jack is at work tomorrow, I will talk to him.
2. .... if I study harder.
3. Rick won't be able to come if you ....
4. .... if Tahir has a birthday party.
5. Don't stay up late if you ....
6. If Kate wants to learn about computers, she ....
7. .... if Mert gets a car.

Exercise 7

Write a conditional sentence about each picture.

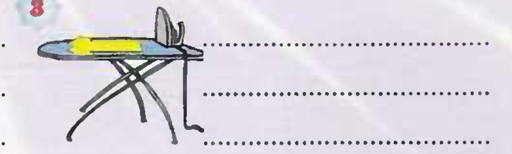


1 

If you brush your teeth regularly, you'll have a bright smile.

2 

....

3 

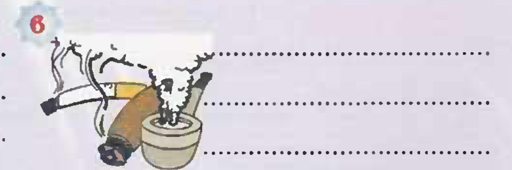
....

4 

....

5 

....

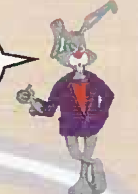
6 

....

Follow-up

Exercise 8

Make a conditional sentence from each pair of sentences.



1. Be careful. You won't have an accident.
   If you are careful, you won't have an accident.
2. Don't talk loudly. The baby may wake up.
   ....
3. Push this button. The tape recorder will play.
   ....
4. Don't sit on that chair. It will break.
   ....
5. Fill a balloon with hot air. It will rise.
   ....
6. Don't wash woolen clothes in hot water. They will shrink.
   ....

Exercise 9

Choose the best option to complete each sentence.

1. Don't cross the street if . . .
   - ☑ the traffic lights are red.
   - ☐ the traffic lights will be red.
2. . . . if you have enough money.
   - ☐ You will help people
   - ☐ You should help people
3. You ought to see a doctor if . . .
   - ☐ you will have a fever.
   - ☐ you have a fever.
4. . . . if I need some.
   - ☐ Jack will lend me some money
   - ☐ Jack has to lend me some money
5. Call me if . . .
   - ☐ you feel worse.
   - ☐ you will feel worse.
6. . . . if he goes to France.
   - ☐ George practices his French
   - ☐ George will practice his French

Activity 2

Your teacher will ask a question. Answer that question with a chain of conditional sentences. Students who can't make a sensible, connected sentence must leave the game. Students who are able to stay in the game win.

Example

Teacher: If you study hard, what will happen?
Student A: I'll do well on my exams if I study hard.
Student B: If I do well on my exams, I'll get good grades on my report card.
Student C: If I get good grades on my report card, . . .





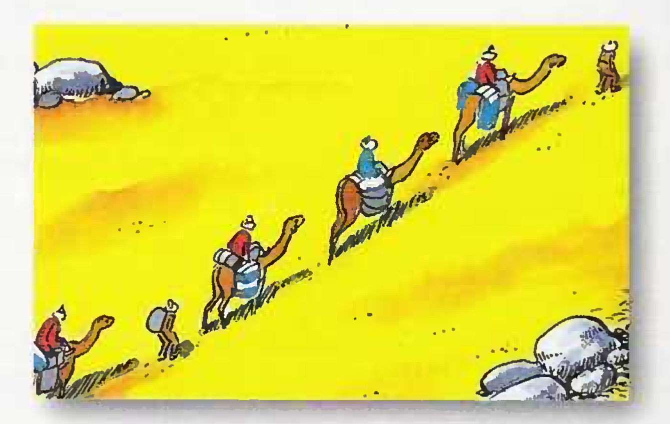
Unit 18 Used to



A We use used to to express a habit, activity, or situation that existed in the past but which no longer exists.

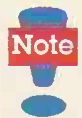


American Indians used to communicate with smoke signals.



People used to travel in camel caravans, but now they travel in trucks, trains, or planes.

Question	Negative	Affirmative
Did Jodie use to travel a lot?	Jodie didn't use to travel a lot.	Jodie used to travel a lot.
Did Mario use to drive fast?	Mario didn't use to drive fast.	Mario used to drive fast.
Did Ali and Ahmet use to drink milk?	Ali and Ahmet didn't use to drink milk.	Ali and Ahmet used to drink milk.



Note

1. The usual question form of used to is did (you) use to . . . ?.
   Did you use to like Jeff?
2. The most common form of used to in the negative is didn't use to . . ., but used not to is also possible.
   I didn't use to like Jeff.
   I used not to like Jeff.



Unit 18 Used to

Exercise 1

Complete the sentences with **used to** and the verbs in the box.

~~play~~	take	live	get up	study	(not) live

1. When he was younger, he ....used to play........... tennis.
2. It .... six hours to travel from Istanbul to Ankara on the old road.
3. My parents .... in Germany.
4. I ....very early in the morning when I was working. I'm retired now, so I can sleep late.
5. Erol ....hard, and his grades were high.
6. People in the last century .... as long as us. The life expectancy has increased over the last one hundred years.

Exercise 2

Complete the sentences as in the example.

1. Children watch TV a lot these days, ...but they didn't use to watch TV in the past because there weren't any TVs.........
2. There is a lot of traffic in big cities now, ...
3. He spends a lot of money now, ...
4. There aren't many people in our village now, ...
5. These businessmen rarely play sports now, ...
6. Grandma doesn't bake many cookies for us anymore, ...
7. It does not rain much here now, ...
8. People live a long time these days, ...

Activity 1

Form two teams. Ask and answer questions about what people used to do in the past but don't generally do anymore because of technological developments. Each correct answer is worth one point. The team with the higher score wins.



Example

Team A S1: How did students in the past use to study at night?
Team B S1: They used to study by candlelight at night, but most of today's students use electric lights at night.
Teacher: That's correct. One point for team B. Now, it's team B's turn to ask a question.

Activity 2

Form two teams. Give examples of past beliefs that have changed over time because of better knowledge and understanding. Each correct statement with **used to** is worth one point. The team with the higher score wins.



Example

Team A S1: People used to believe that the world was flat, but now they know that it is round.
Teacher: That's correct! One point for team A. Now its team B's turn.
Team B S1: People used to believe that . . .

Follow-up

Exercise 3

Match the following to make meaningful sentences.



A	B
1. We used to listen to the news on the radio,	a. but now we have a color TV.
2. People used to ride streetcars in the city,	b. but now he phones them.
3. He used to write letters to his relatives,	c. but now they use calculators.
4. She used to wash the dishes by hand,	d. but now they travel by bus and airplane.
5. They used to do calculations on paper,	e. but now we watch it on TV.
6. We used to have a black and white TV,	f. but now we use electric lights.
7. People used to travel by stagecoach,	g. but now she uses a dishwasher.
8. People used to write with quill pens,	h. but now they breathe polluted air.
9. We used to use candles at home when I was a child,	i. but now they ride the subway.
10. People in some big cities used to breathe fresh air,	j. but now they use ballpoint pens.



Exercise 4

Complete the following sentences with **used to/didn't use to** and a suitable verb.



1. They rarely go camping now, but they ...used to go camping. a lot in the past.
2. Mr. Tekin .... a taxi to work, but now he drives his car.
3. Mrs. Wilson retired ten years ago. She .... in a chocolate factory.
4. When I lived in Japan, my friends .... me to their homes for dinner.
5. Hülya .... until midnight every night in order to get good grades.
6. Tony .... with the other boys in the neighborhood, but now he plays with them.
7. My teachers never scolded me. I always .... my homework on time.
8. Meryl .... poems when she was a teenager, but now she is too busy to write anything.
9. He .... banks, but now he can't because he is in prison.
10. Temel .... all his money on himself, but now he gives some of it to charities.

Activity 3

Work in pairs. Ask your partner questions about his/her habits now and in the past. Write a paragraph about his/her answers.

Example

Murat: What did you use to do on weekends? What do you do now?

Mustafa: I used to stay home and watch TV, but now I usually go fishing. . . .

Mustafa used to stay home and watch TV, but now he usually goes fishing . . .

Here are some topics for you to ask questions about. You can think of others on your own.

Topics

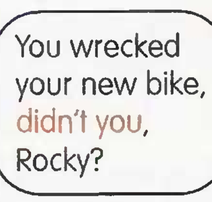
- weekends
- vacations
- games
- sports
- food and drink
- books and magazines
- hobbies



Unit 19 Tag Questions



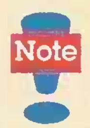
Tag questions are added to sentences to ask for agreement or confirmation. We use negative tag questions with affirmative sentences. An affirmative answer is usually expected for a negative tag question.







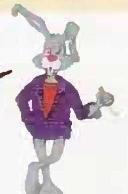
Affirmative Statement	Negative Tag Question	Expected Affirmative Answer
You can swim,	can't you?	Yes, I can.
Mabel is at school,	isn't she?	Yes, she is.
They speak English,	don't they?	Yes, they do.
This is ready,	isn't it?	Yes, it is.
You are all at home,	aren't you?	Yes, we are.



Note

1. We use the same auxiliary verb in the tag question and the answer.
2. In tag questions, it replaces this/that, everything/something, etc., and they replaces these/those, everyone/everybody, etc.

Exercise 1 Add negative tag questions to the sentences.



1. Jack plays tennis very well, doesn't he?..............
2. They have just bought a new house, ...
3. That book costs $9.99, ...
4. Those cats are wild, ...
5. Fatma's working on the computer now, ...
6. The passengers will carry their own luggage, ...
7. Everybody came to the meeting last night, ...
8. You lost your camera, ...
9. The chair was broken yesterday, ...
10. There were a lot of guests at the party, ...

Exercise 2

Complete the dialogues. Add negative tag questions to the sentences and give short answers.

1. **A:** Hakan lost his new watch, didn't he?
   B: Yes, he did.
2. **A:** Oliver will travel to Spain by airplane, ...
   B: Yes, ...
3. **A:** Dilek was waiting outside when I arrived, ...
   B: Yes, ...
4. **A:** Samantha plays the guitar beautifully, ...
   B: Yes, ...
5. **A:** Ted has been to Portugal before, ...
   B: Yes, ...

Activity 1

Form two teams. Ask and answer general questions about the world, nature, or the universe. Each correct answer with a negative tag question is worth one point. The team with the higher score wins.

Example

Team A S1: Where does the sun rise?
Team B S1: The sun rises in the east, doesn't it?
Team A S1: Yes, it does. You get one point.
Team B S2: What is the earth's satellite?
Team A S2: Pluto is the earth's satellite, isn't it?
Team B S2: No, it isn't. The moon is the earth's satellite. You don't get a point.

Activity 2

Work in pairs. Ask and answer questions about the capitals of the countries on the map. Use negative tag questions. Each correct statement with a tag question is worth one point. The student with the higher score wins.



Example

A: Ankara is the capital of Turkey, isn't it? (1)
B: Yes, it is. . . . Madrid is the capital of France, isn't it? (0)
A: No. Madrid is the capital of Spain. (1)





We use affirmative tag questions with negative sentences. A negative answer is usually expected for a positive tag question .



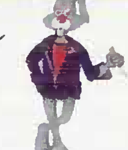
Negative Statement	Affirmative Tag Question	Expected Negative Answer
You can't play chess,	can you?	No, I can't.
Tracy didn't sleep last night,	did she ?	No, she didn't.

Note Affirmative statements with negative words also take affirmative tag questions.

Nobody is upset,	are they?	No, they aren't.

Exercise 3

Add affirmative tag questions to the sentences.



1. Fikret didn't go to Ankara two weeks ago, ...did he?....................
2. Barbara wasn't happy last night, ...
3. They don't watch sports on TV, ...
4. She doesn't bake cookies, ...
5. Aysha hasn't done her homework yet, ...
6. Nobody knows what time it is, ...
7. They won't play volleyball tomorrow, ...
8. You aren't going to eat all that food, ...
9. Nothing is ready yet, ...
10. The team didn't practice yesterday afternoon, ...

Exercise 4

Complete the dialogues. Add affirmative tag questions to the sentences and give short answers.

1. **A:** Pete doesn't like hamburgers, ...does he?.........
   B: No, ...he doesn't.......
2. **A:** You haven't had dinner yet, ...
   B: No, ...
3. **A:** Kate won't go to Italy, ...
   B: No, ...
4. **A:** Berk didn't lose his keys, ...
   B: No, ...
5. **A:** They didn't stay up late, ...
   B: No, ...

Activity 3

Form two teams. Ask questions about what you did or didn't do at school last week. Use affirmative tag questions. Each correct question is worth one point. The team with the higher score wins.



Example

Team A S1: We didn't play football last week, did we?

Team B S1: No, we didn't. You get one point.

Team B S2: Chicken was on the school lunch menu last Friday, wasn't it?

Team A S2: Yes, it was, but you don't get a point. You didn't use an affirmative tag question.

Activity 4

Form two teams. Ask and answer negative general questions about the world, nature, or the universe. Each correct answer with a tag question is worth one point. The team with the higher score wins.

Example

Team A: What don't fish have?

Team B: Fish don't have fur, do they?

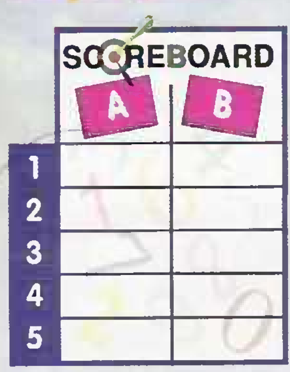
Team A: No, they don't. You get one point.

Team B: Where don't . . . ?



Follow-up

Activity 5



Work in pairs. Ask and answer general questions about each other. Each correct assumption with a tag question is worth one point. Keep track of your points on the scoreboard. The student with the higher score wins.

Example

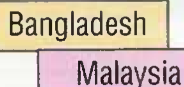
A: You were born in Erzurum, weren't you?
B: Yes, I was. You get one point.
B: You didn't come to school last Monday, did you?
A: I did. Remember, we had an exam last Monday. No point for you.

Activity 6

Form two teams. Ask and answer questions about the flags and match them with the countries. Each correct match is worth one point. The team with the higher score wins.







Bangladesh
Malaysia
Albania
Denmark
Turkey
Georgia
Pakistan
USA

Example

A: Turkey has a red flag with a white star and crescent, doesn't it?
B: Yes, it does.
Teacher: Team A gets one point. Now it's team B's turn to ask a question.

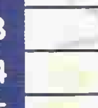
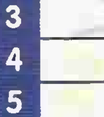
Activity 7

Work in pairs. Ask questions about the picture. Each correct statement with a tag question is worth one point. Keep track of your points on the scoreboard. The student with the higher score wins.

Example

A: There are balloons in the flea market, aren't there? (1)
B: Yes, there are. There is a ball in the flea market, isn't there? (0)
A: No, there isn't. There is ...



	A	B
1		
2		
3		
4		
5		



Unit 20 Modals

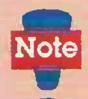


A We use may, might, or could to express possibility in the present or the future.





Question	Negative	Affirmative
Could he be at school now?	He couldn't be at school now.	He could be at school now.
Might they be at the restaurant?	They might not be at the restaurant.	They might be at the restaurant.
Where may I find that book?	You may not find that book here.	You may find that book here.



Note

1. May for possibility rarely introduces a question. It usually comes later in the sentence.
   When may we expect her?
2. May expresses stronger possibility than might, and could usually expresses weaker possibility than may or might.
3. We can also use may, might, or could with the present continuous tense.
   Ali may be working now.

Exercise 1 Match the sentences.

1. Alan doesn't want to eat anything.
2. Ted isn't at work. .
3. Jennifer wanted to see you.
4. Kim has never worked on a computer before.
5. Zeynep will be here at two o'clock.
6. John isn't sleeping.
7. Ali bought a new bicycle.
8. Kemal is going shopping.

a. She could make some mistakes.
b. He might buy some things for you.
c. He may want to drink some coffee.
d. You could see her then.
e. She might call you later.
f. He might sell his old one.
g. He may be watching TV.
h. He may be on vacation.

Exercise 2

Rewrite the following sentences with **may**, **might**, or **could**. Sometimes more than one answer is possible.



1. It is possible that you are right.
   ..You may be right...
2. It will probably rain in the afternoon.
   ....
3. Perhaps the school will be closed tomorrow.
   ....
4. There probably won't be anybody at the party yet.
   ....
5. Perhaps there is a burglar downstairs.
   ....
6. The teachers will probably have a meeting in the afternoon.
   ....
7. Perhaps my grandmother won't recognize me.
   ....

Exercise 3

Write a sentence with **may**, **might**, or **could** for each situation.

1. Jack has a toothache. ..He may go to the dentist. . . . .
2. Sibel is absent today. . . . .
3. Chris lost his glasses. . . . .
4. Sezen has sold her car. . . . .
5. Robert will move to London. . . . .
6. Jerry isn't sleeping now. . . . .
7. Ali has a headache. . . . .
8. Timothy is going to work this weekend. . . . .

Activity 1

Form two teams. Ask and answer questions about the objects below. Use **may**, **might**, and **could**. Each sensible, correct answer is worth one point. The team with the higher score wins.



Example

Team A: Where could the vase be from?
Team B: It could be from China.
Teacher: Good! Team B gets one point. Now it's team B's turn to ask a question.



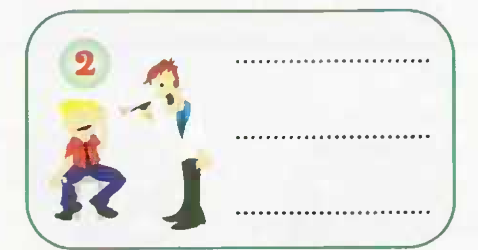
unit 20 Modals

Exercise 4 Look at the pictures. Write what you think is wrong with each person.





1 He might be near sighted.



2



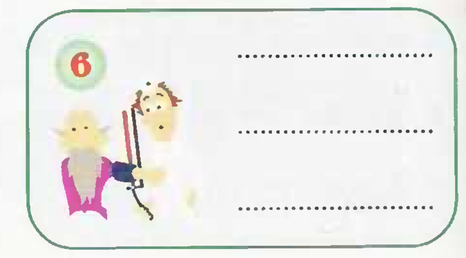
3



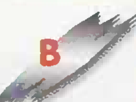
4



5



6



B We use **should**, **ought to**, and **had better** to give advice.



It is starting to rain. You ought to take your umbrella, Terri.

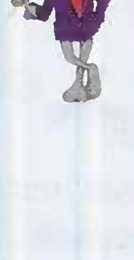
Question	Negative	Affirmative
Should I get up early tomorrow?	You should not get up early tomorrow.	You should get up early tomorrow.
Ought they to see the doctor?	They ought not to see the doctor.	They ought to see the doctor.
Had I better stay at home?	I had better not stay at home.	I had better stay at home.



Note In questions should is much more common than ought to and had better, especially in spoken English.

Exercise 5

Give advice for each situation with **should**, **ought to**, or **had better**.



1. I have an exam tomorrow.
   You should study tonight.
2. My car isn't running well.
   ....
3. He is overweight.
   ....
4. You don't look well.
   ....
5. I have a terrible stomachache.
   ....
6. My room is messy.
   ....
7. We don't have much time to catch the bus.
   ....
8. It might rain this morning.
   ....

Exercise 6

Match the sentences.

1. Meltem lost her mother's bracelet.
2. Barry has a lot of work to do.
3. Jim hasn't had breakfast yet.
4. Hakan isn't good at science.
5. Salih wants to improve his Spanish.
6. İsmail gets up late every day.
7. Sarah wants to buy a house.
8. Tamer will have a holiday next week.

a. He should listen to these cassettes.
b. She ought to talk to a real estate agent.
c. He should go to Cyprus.
d. He shouldn't stay up late.
e. He had better finish it before tomorrow.
f. She had better look for it.
g. He ought to have something to eat.
h. He should study harder.

Activity 2

Form two teams. Ask for and give advice about different situations that your teacher makes up. Use **should**, **ought to**, or **had better**. Each correct answer is worth one point. The team with the higher score wins.

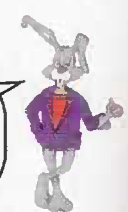
Example

Teacher:	There's a new student in this class. What should and shouldn't he/she do?
Team A S1:	He/she should come to class on time.
Teacher:	That's right. One point for team A.
Team B S1:	He/she shouldn't talk during the lessons.
Teacher:	That's correct. Team B gets a point too.
Team A S2:	He/she should . . .



Exercise 7

Imagine that the people in the pictures are your friends. Give them advice about what they should or shouldn't do in each situation. You can use **should**, **ought to**, or **had better** in your sentences.





1. You shouldn't read a newspaper while you're crossing the street.



2. ....
....
....



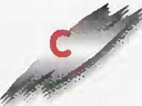
3. ....
....
....



4. ....
....
....



5. ....
....
....



C We use **don't have to**, **don't need to**, and **needn't** to express lack of necessity.



Exercise 8

Complete the sentences. Use **don't have to**, **don't need to**, or **needn't**.

1. I've done all my homework, so I don't have to study anymore tonight.
2. Tomorrow is Saturday, so ....
3. These clothes are clean. You ....
4. Your TV is new. You ....
5. Those dogs aren't dangerous. We ....
6. I told him about the party tomorrow night. You ....
7. I have two days to finish this essay. I ....

Exercise 9

Check the correct choice.



1. They don't have to . . . to play football.
   - [x] wear uniforms
   - [ ] have a ball
2. Andy needn't . . . to earn money.
   - [ ] work hard
   - [ ] work less
3. You don't need to . . . to fix your car.
   - [ ] use a screwdriver
   - [ ] use a ladder
4. You needn't . . . to keep in shape.
   - [ ] run long distances
   - [ ] exercise
5. Erdal doesn't have to . . . to get up early.
   - [ ] set the table
   - [ ] set the alarm clock

Activity 3

Form two teams. Ask and answer questions about the things that are and aren't necessary to make the things or do the activities in the pictures. Use **don't have to**, **don't need to**, or **needn't**. Each correct answer is worth one point. The team with the higher score wins.

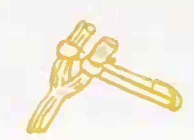
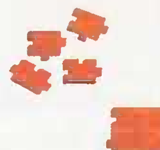
Example

Team A: What don't you need to make a kite: scissors, paper, paint, or string?

Team B: We don't have to have paint to make a kite.

Teacher: That's right! Team B gets one point. Now it's team B's turn to ask a question.





Activity 4

Form two teams. Write a list of things that you **don't have to**, **don't need to**, or **needn't** do at the times or in the places listed below. Then read your sentences aloud. The team that writes more sentences wins.



Example

1. We don't have to get up early on the weekend.
2. We don't need to do homework during vacation.
3. We needn't . . .

Times & Places

- summer vacation
- weekends
- at your grandparents' house
- with your friends at the mall
- at home alone

Follow-up

Exercise 10

Complete the sentences with **may**, **should**, or **needn't**.

1. Brent has a car, so he ......needn't...... take the bus to work.
2. They .... speak quietly because their father is sleeping.
3. I probably won't be at home tomorrow evening. I .... be at Erdal's birthday party.
4. Jenny .... rest because she was up very late last night.
5. Fatma .... worry about her son. He is at his friend's house.
6. I'm not going to the library today, but I .... go tomorrow.

Exercise 11

Check the best alternative.

1. It is not raining outside.
   - [ ] You shouldn't stay in all day.
   - [ ] You may see your friends outside.
   - [x] You don't need to take an umbrella with you.

2. Your exams are coming up, Leonard.
   - [ ] You don't have to wash the dishes.
   - [ ] You could brush your hair every day.
   - [ ] You should study hard.

3. Mehmet never eats garlic.
   - [ ] He had better not go to an Italian restaurant.
   - [ ] He needn't eat fruit and vegetables.
   - [ ] He ought to obey the family rules.

4. Karen wants to make an omelette.
   - [ ] She may use some chocolate.
   - [ ] She doesn't need any eggs.
   - [ ] She should buy cheese.

Activity 5

Form two teams. Your teacher will describe a situation. Give advice on what to do in that situation. Each sensible, correct answer with a modal is worth one point. The team with the higher score wins.

Example

Teacher: Suppose you are on a ship, and it is sinking. What should and shouldn't you do?
Team A S1: We shouldn't panic.
Teacher: That's right! One point for team A.
Team B S1: We should get in the lifeboats.
Teacher: That's also right. Team B gets a point too.
Team A S1: We needn't . . .

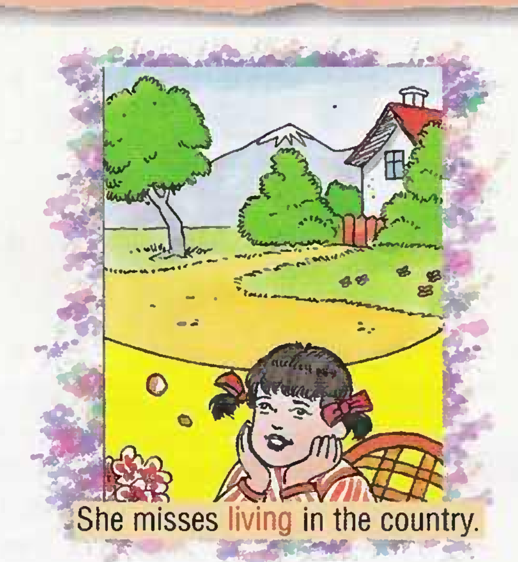


Unit 21 Gerunds

A A gerund (the -ing form of a verb) is a verbal noun. We can use a gerund as the object of a sentence after certain verbs, such as enjoy, like, avoid, etc. As an object, a gerund shows the general characteristics of the subject.



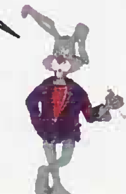
She hates smoking.



She misses living in the country.

Main Verb	Gerund
I like	working.
Do you enjoy	swimming?
Eren hates	jogging.

Exercise 1 Complete the sentences using the gerund form of the verbs in the box.



help	go	break	listen
give	cook	steal	play

1. Many young people enjoy ......listening........ to rock'n roll music.
2. Have you finished ...., Mom? I'm very hungry.
3. The burglar admitted to .... the money, and he was sent to prison.
4. Would you mind .... me with this heavy box? I can't lift it by myself.
5. You can't deny .... the window. I saw you do it.
6. The teacher delayed .... the exam until after the holiday.
7. I used to like .... the guitar when I was young.
8. Let's postpone .... on a picnic. It's very cold today. We can go next weekend.

Exercise 2

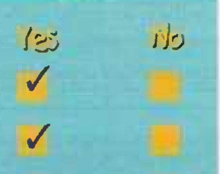
Match the questions with the answers.



A	B
1. Do you like reading novels?	a. Of course not. . . . Is that better?
2. When will you start looking for a job?	b. No, I don't. It's boring.
3. Would you mind turning the radio down?	c. No, I don't. I was introduced to so many different people.
4. Do you remember meeting him at the party?	d. Yes, I do. Whenever I have some free time, I go to the pool.
5. Do you enjoy swimming?	e. After I graduate from school next month.

Activity 1

Work in pairs. Prepare a list of eight questions with your partner. Then give your list to another pair of students. Let the other students write out their answers and then read them aloud. They should give reasons for their answers.



Here is a list of topics. You can think of others on your own.

Example

	Yes	No
1. Do you enjoy reading adventure stories?	✓	
2. Do you prefer reading books or watching TV?	✓	
3. Do you remember writing ...?		

Topics
- jogging
- fishing
- playing basketball
- camping
- collecting stamps
- listening to music



We enjoy reading adventure stories because they are exciting. We prefer reading books to watching TV because ...

B We can use gerunds after prepositions.


Veysel is good at riding a motorcycle.


The soldier is dreaming about being with his children.

Preposition	Gerund
I am interested in	collecting stamps.
They look forward to	seeing you.
You must lock the door after	leaving the house.

Exercise 3 Complete the sentences using the gerund form of the verbs in the box.

work ~~drill~~ be (2) read wait live go play

1. This tool is used for ....drill.......... holes.
2. Instead of .... for the bus, she took a taxi to work.
3. How about .... football this afternoon.
4. Students at boarding school look forward to.......................... home and .... with their parents on the weekend.
5. We talked about the advantages and the disadvantages of .... in a foreign country.
6. "I hope you have a good reason for................ .... late!" the teacher said to the student.
7. Hasan is always complaining about.......................... in a big company.
8. Roxanne is interested in .... novels.



We can use gerunds as the subject of a sentence.



Bungee jumping and sky diving are exciting sports.



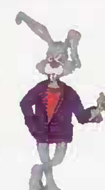
Doing exercises and jogging will help them lose some weight.



Working too hard made him ill.

Gerund	Main Verb
Playing tennis	is fun.
Driving a car	is tiring.
Eating too much chocolate	is bad for your health.

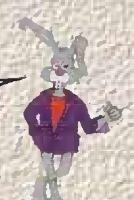
Exercise 4 Complete the sentences.



1. Traveling around the world helped me learn about different people and cultures.
2. Watching horror films..........
3. Meeting people from various countries ....
4. Collecting coins ....
5. Studying hard ....
6. Driving too fast ....
7. Arguing with people ....
8. Answering questions ....
9. Playing ....
10. Working part time ....

Exercise 5

Look at the pictures to complete the sentences and fill in the puzzle.



1 WORKING

1. Although ______ in the garden is tiring, he likes it very much.

2. ______ at people makes them feel happy.

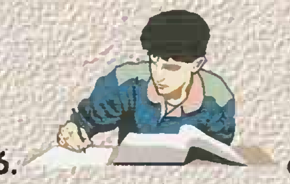


3. ______ hockey isn't easy.

4. ______ is my sister's favorite hobby.



5. ______ is fun and exciting.



6. ______ a foreign language requires a lot of hard work.



7. ______ is part of my morning routine.



8. ______ books made him wealthy.

Follow-up

Exercise 6

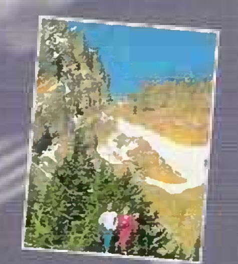
Complete the following sentences using the gerund form of the verbs in the box.

see	pay	buy	look	tell	~~lose~~	do	go

1. My friend apologized for .....losing.......... my book.
2. Some people are very lazy. They don't feel like .... any work.
3. He wanted to go out alone, but I insisted on .... with him.
4. Esra is fed up with her job. She is thinking of .... for a new one.
5. They were accused of .... lies.
6. We were warned against .... that house.
7. I'm looking forward to ....you again.
8. Rodger is insisting on .... the bill.

Activity 2

Work in pairs. Look at the pictures, decide how much you like each sport, and fill in the chart with the marks shown below. Then ask your partner questions about his/her likes and dislikes and complete the chart.




✓✓ love ✓ like x dislike xx hate

	You	Your Partner
wind surfing		xx
jogging	✓✓	
hockey		
mountain climbing		
track and field		
basketball		
soccer		
fishing		✓





Example

You: Do you like wind surfing?
Your partner: No, not at all, but I like fishing a lot.
Your partner: Do you hate jogging?
You: No, I love it, but I hate . . .

Activity 3

Some people in different cultures believe that certain things bring bad luck. They also think that there are ways of getting rid of the bad luck. Look at the picture and match the sentences below to find out what they are.







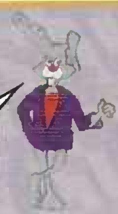
A

1. Opening an umbrella in the house causes bad luck.
2. Letting a black cat cross your path is unlucky.
3. Spilling salt brings bad luck.
4. Breaking a mirror can give you seven years of bad luck.
5. Walking under a ladder is unlucky.
6. Getting out of bed on the left side will bring you bad luck.
7. Using the number 13 brings misfortune.
8. Sneezing on Sunday brings bad luck for the next seven days.

B

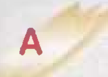
a. Cross your fingers when you walk under it.
b. Be careful when you sneeze.
c. Avoid using it.
d. Walk backwards to the bed, lie down, and then get up on the right side.
e. Take it outside and bury it.
f. Throw some of it over your left shoulder.
g. Leave it closed until you go outside.
h. Go back home and start your journey again.

Do you have similar beliefs in your country? What are they? Discuss them in class. Don't forget to use gerunds, or you'll have bad luck in the lesson!

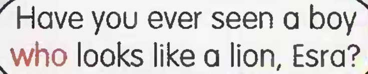




Unit 22 Relative Clauses



A We use a relative clause to identify or define the noun preceding it. We use who for people and that or which for animals and things as subject pronouns in relative clauses.

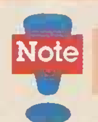




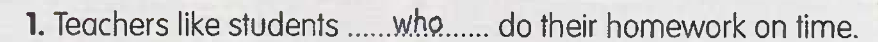


Ahh! What's that?
Rrroar!!
It's the lion that's going to help me wash the car!

Noun	Relative Clause
I have a friend	who flies airplanes.
The radio	that belongs to Selim is very expensive.
The tiger	which escaped from the zoo is very dangerous.

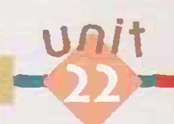


Note Which is more formal than that.



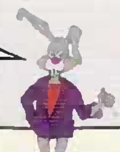
Exercise 1 Complete the sentences with **who** or **that/which**.

1. Teachers like students ......who...... do their homework on time.
2. I want to buy the camera .... costs two hundred dollars.
3. Do you know the woman .... is working behind the counter?
4. Tyler bought a watch .... was made in Switzerland.
5. The woman .... is wearing the red dress is an actress.
6. I can't move the table .... is in the living room.
7. Who took the umbrella .... was in the closet?



Exercise 2

Combine the sentences with **who** or **that/which**. Change the second sentence into a relative clause.

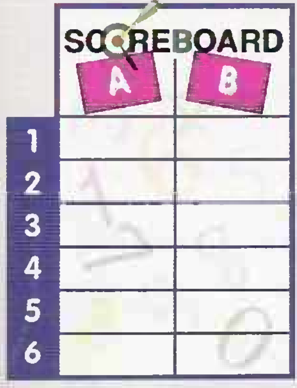


1. I saw the boy. He broke the window.
   I saw the boy who broke the window.
2. Did you like the book? It's about international relations.
   ....
3. They called the company manager. She was on vacation last week.
   ....
4. Can you write a sentence? It contains a relative clause.
   ....
5. A military officer is a soldier. He commands troops.
   ....
6. A man wanted to see you. He was wearing a gray flannel suit.
   ....

Activity 1

Work in pairs. Ask and answer questions about famous people and their achievements, using relative clauses. Each correct answer is worth one point. Keep track of your points on the scoreboard. The student with the higher score wins.

Here are some famous people. You can think of others on your own.



SCOREBOARD	A	B
1		
2		
3		
4		
5		
6		

Example

A: Who was the man who invented the light bulb?
B: Thomas Edison was the man who invented the light bulb.
A: That's right! You get a point.

Thomas Edison	discovered the theory of relativity
Yuri A. Gagarin	wrote *David Copperfield*
Albert Einstein	invented the light bulb
Charles Dickens	was the first man to orbit Earth
Leonardo da Vinci	conquered India
Timur	painted the *Mona Lisa*

Activity 2

Form two teams. Ask and answer general questions about animals. Each correct answer with a relative clause is worth one point. The team with the higher score wins.






Example

Team A S1: Is there a bird that has wings but can't fly?
Team B S1: An ostrich is a bird that has wings but can't fly.
Teacher: That's correct! You get one point.



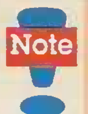


B

We use who/whom and that/which as object pronouns in relative clauses.



Noun	Relative Clause
Serpil bought the book	that Fatma told her about yesterday.
The man	whom I saw at the party was Osman's uncle.



1. Whom is the formal object form of the relative pronoun for persons, but in spoken English, who is generally used instead of whom.
   Randy will visit the boy who they took to the hospital.
2. We can sometimes omit object pronouns, especially in spoken English.
   The man I saw at the party was Osman's uncle.

Exercise 3

Combine the following sentences with **who/whom** or **that/which**. Make the second sentence a relative clause. If appropriate, leave out the object pronoun.



1. Hasan sold the car. He bought it last year.
   Hasan sold the car that he bought last year.
2. I saw the man. You wanted to introduce me to him.
   ....
3. Andrew was wearing a new suit. His father bought it for him last week.
   ....
4. The teacher was very experienced. I learned English from him.
   ....
5. The woman won't come to the office today. You are waiting for her.
   ....
6. The film is supposed to be very exciting. We are going to see it tonight.
   ....



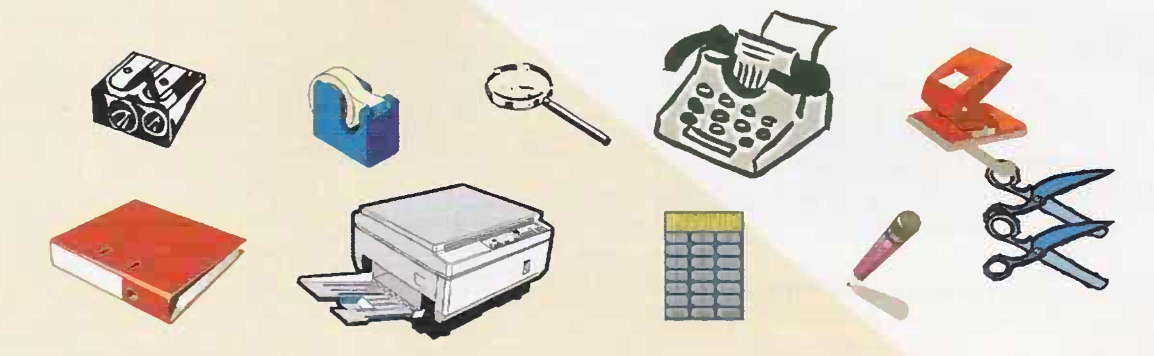
Activity 3

Form teams. Ask and answer general questions about various objects. Each correct answer with a relative clause is worth one point. The team with the higher score wins.

Example

Team A S1: What do you use to write letters with?
Team B S1: A pen is something that we use to write letters with.
Teacher: That's correct! One point for team B. Now it's team B's turn to ask a question.

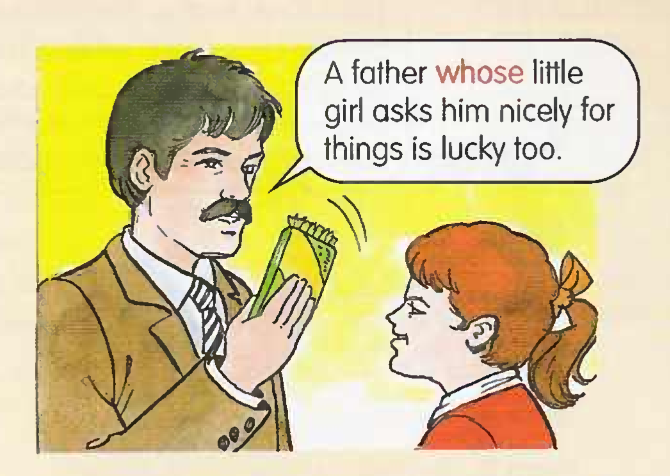
You can use the objects in the pictures or think of others on your own.



C

We use whose to express possession for people, animals, and things. We can use whose plus a noun as the subject or the object pronoun in a relative clause.





Noun	Relative Clause
I don't know the man	whose car is next to the bus.
I am the boy	whose bike the thief stole.
The horse	whose owner is from Kentucky won the race.
The car	whose windshield was broken is in the repair shop.

Exercise 4

Combine the following sentences with **whose**.
Change the second sentence into a relative clause.



1. Do you know the student? His father had an accident.
   Do you know the student whose father had an accident?
2. Tell me about the thief. You saw his face during the robbery.
   ....
3. The car is not mine. Its tire is flat.
   ....
4. Evan helped the man. His chair broke.
   ....
5. The family is rich. You're talking about their house.
   ....
6. The student is the best in our class. The teacher liked his essay.
   ....

Activity 4

Form three teams. The first team will say a noun, the second team will make up a relative clause with **whose** to define the noun, and the third team will complete the sentence. Each team will have a turn to say five nouns, make up relative clauses, and complete sentences. Sensible, correct relative clauses and completed sentences are worth one point each. The team with the highest score wins.



Example

Team A: The man . . .

Team B: The man whose suit is brown . . .

Team C: The man whose suit is brown is the new manager of our company.

Teacher: Good! Team B and team C get one point each.

D When, where, and why are also used in relative clauses. We use where to define a place (country, city, house, room, etc.), why to define the word "reason", and when to define a time period (day, week, month, year, century, etc.).



Noun	Relative Clause
I liked the hotel	where I stayed last night.
I don't know the reason	why he is so happy.
She doesn't remember the day	when she last saw Alicia.

Note We don't use prepositions with where, why, or when.

Exercise 5

Combine the sentences with **where, why,** or **when**. Omit any unnecessary words.

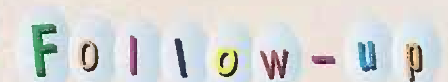
1. Summer is a season. A lot of tourists come to Turkey.
   Summer is a season when a lot of tourists come to Turkey.
2. Bulent doesn't get good grades. His father wants to know the reason.
   ....
3. I don't know the house. Tom lives there.
   ....
4. You quit your job. The reason is not a good one.
   ....
5. We saw a good play at the theater last night. Frank is working there.
   ....
6. When was Selma born? Do you know the year?
   ....

Activity 5

Form two teams. Take turns asking and answering questions about the places where different students in your class went for a vacation last summer. Use **where**, **when**, and **why**. Each correct answer is worth one point. The team with the higher score wins.

Example

Team A S1: Do you know the resort where Mustafa spent his vacation last summer?
Team B S1: Club Bildibi is the place where Mustafa spent his vacation.
Teacher: Mustafa, is Club Bildibi the resort where you spent your vacation last summer?
Mustafa: Yes, it is.
Teacher: Team B gets one point.
Team B S2: Do you know the reason why Mustafa went to Club Bildibi?
Team A S2: The reason why Mustafa went to Club Bildibi is . . .



Exercise 6

Complete the following sentence with **who**, **that/which**, **whose**, **where**, **why**, or **when**.

1. I heard about a woman ....who........ has 43 cats in her apartment.
2. Which one is the boy .... wallet the thief stole?
3. Winter is the time of year .... it snows heavily.
4. Nobody knows the reason .... Polat went to Poland.
5. The watch .... Rick found yesterday afternoon was Alex's.
6. Did they like the motel .... they stayed last night?
7. Do you remember the last time .... we met here?

Exercise 7

Complete the sentences with relative clauses.

1. Alex wants to buy a house ......that is close to the beach......................................
2. The bus .... crashed into a tree yesterday.
3. Yakup has never seen the boy ....
4. The people .... were very excited.
5. They will clean the curtains ....
6. Have you ever seen a man ....
7. Is the book .... about Turkish history?



Activity 6 Read the story and underline the relative clauses. Then form two teams and take turns asking and answering questions about the story. Use relative clauses. Each correct answer is worth one point. The team with the higher score wins.



It was Friday, and the mosque was full of men who had come for the Friday prayer. Hodja, who was the imam, stood up to begin the sermon.

"Peace be upon you," he said to everyone.

"And peace be upon you," the men replied.

"I wonder," Hodja said, "if you know the topic that I'm going to talk about today?"

The men looked at each other in suprise. "No, Hodja, we don't," they said.

"Well," said Hodja, "if you don't know, how can I tell you?" Then he walked out the door.

The following week, all the men who had been at the mosque the previous Friday returned to pray and hear Hodja give the sermon. When he entered the mosque, Hodja stood before the congregation and said, "Peace be upon you."

"And peace be upon you," said all the men who were sitting in rows in front of him.

"Do you know the topic that I'm going to talk about today?" Hodja asked them again.

Some of the clever men who knew Hodja and his tricks said, "Yes, Hodja, we do!"

"Well, if you already know what I'm going to speak about," said Hodja, "how can I tell you anything?" Then he walked out the door.

After he had gone, the men talked together. "Look," said one of them, "next week when he says the same thing, those who are sitting on the left will say 'No' and those who are sitting on the right will say 'Yes'. Okay?"

Everyone came to the mosque early the following Friday. They were all very excited. They wanted to see what would happen during the service.

Finally, Hodja arrived at the mosque.

"Peace be upon you," he said.

"And peace be upon you," said all the men in the congregation.

"Do you know which topic I'm going to talk about today?" Hodja asked.

"No, we don't," said the men on the right.

"Yes, we do," said the men on the left.

"In that case," Hodja said, "let those who know tell those who don't!" And then he walked out the door.

Example

Team A S1: Who did Hodja say "Peace be upon you" to?

Team B S1: He said "Peace be upon you" to the men who were in the mosque.

Teacher: That's correct! One point for team B. Now it's Team B's turn to ask a question.



Unit 23 The Infinitive with to



An infinitive with to is a verbal noun. We can use an infinitive with to as the object of a sentence, but only after certain verbs such as want, decide, like, hope, etc. An infinitive with to as an object shows the subject's plan or intention.



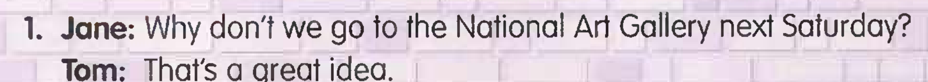


Main Verb	Infinitive with **to**
I want	to be a doctor.
She plans	to work today.
They would like	to eat something.

Exercise 1 Complete the sentences with the correct form of the verbs in the box.

apply	bother	have	buy	stay	ride	come

1. Do you want ....to come.. with me?
2. He wants .... a horse.
3. She didn't want .... anybody.
4. Would you like .... some tea?
5. At first he didn't want .... for the job, but his parents eventually persuaded him.
6. I would like .... at home tonight.
7. He plans .... a Toyota Corolla.



Exercise 2



1. **Jane:** Why don't we go to the National Art Gallery next Saturday?
   Tom: That's a great idea.
   Jane and Tom have decided ......to go to the National Art Gallery next Saturday......
2. **Grandfather:** Will you read this letter to me, please?
   Grandson: Of course.
   The grandson agreed ....
3. **Geography teacher:** What is the capital of Italy?
   Student: Sorry, sir. I don't know.
   The student failed ....
4. **Mrs. Wilson:** Do you want me to help you with your homework, Frank?
   Frank: No, thanks. I can do it myself.
   Mr. Wilson offered ....
5. **Mother:** Do you promise not to take candy from strangers?
   Child: OK, Mom. I promise.
   The child promised ....
6. **Host:** Would you like to have something to drink?
   Guest: No, thank you.
   The guest refused ....

Activity 1

Form two teams. Make up situations and give them to the other team. Create dialogues with **to**-infinitives for the situations that you get and act them out. Each sensible, correct dialogue is worth one point. The team with the higher score wins.

Here are some situations. You can think of others on your own.

Example

Team A S1: You are in a restaurant. You want the waiter to take your order.
Team B S1: Excuse me, I'm ready to order now.
Team B S2: Yes, sir. What would you like to have for lunch today?
Teacher: Great! Team B gets one point. Now team B can give a situation to team A.

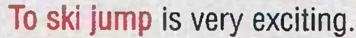
Situations
- at the hospital
- on a train
- at the gym
- on the beach
- in the supermarket





B We can use an infinitive with to as the subject of a sentence.





To ski jump is very exciting.



It is not good to be late for class.

Infinitive with **to**	Main Verb
To read a book in bed	is very enjoyable.

Note

When we use an infinitive with to as the subject of a sentence, we usually begin the sentence with it.

It is necessary to do your homework every night.
It is not difficult to learn how to swim.
It is better not to play outside now because it is raining.

Exercise 3 Complete the sentences.

1. To learn a foreign language perfectly.....requires hard work and and intensive study.....
2. To be able to ....
3. To fail an exam ....
4. To cause an accident ....
5. To do exercises in the morning ....
6. It's tiring ....
7. It's quite difficult ....
8. It's very important ....
9. It's really easy ....
10. It's natural ....

Exercise 4

Match the sentences.

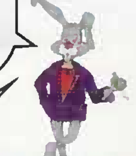


A	B
1. It's difficult for a blind person . . .	**a.** to smoke cigarettes.
2. It's necessary . . .	**b.** to go for a walk alone.
3. It's quite cheap . . .	**c.** to come to the meeting on time.
4. It's dangerous . . .	**d.** to take the bus.
5. It's not healthy . . .	**e.** to take too much of that medicine.

Activity 2

Form two teams. Take turns giving each other incomplete sentences and completing them with **to**-infinitives. Each sensible, correct answer is worth one point. The team with the higher score wins.

Here are some words to help you. Think of others on your own.



- easy
- boring
- frightening
- tiring
- unhealthy
- stupid
- interesting

Example

Team A S1: It's exciting . . .
Team B S1: It's exciting to ride on an airplane.
Teacher: That's correct. One point for team B.
Team B S2: It's difficult . . .

Follow-up

Exercise 5

Complete the following sentences with the correct form of the verbs in the box.

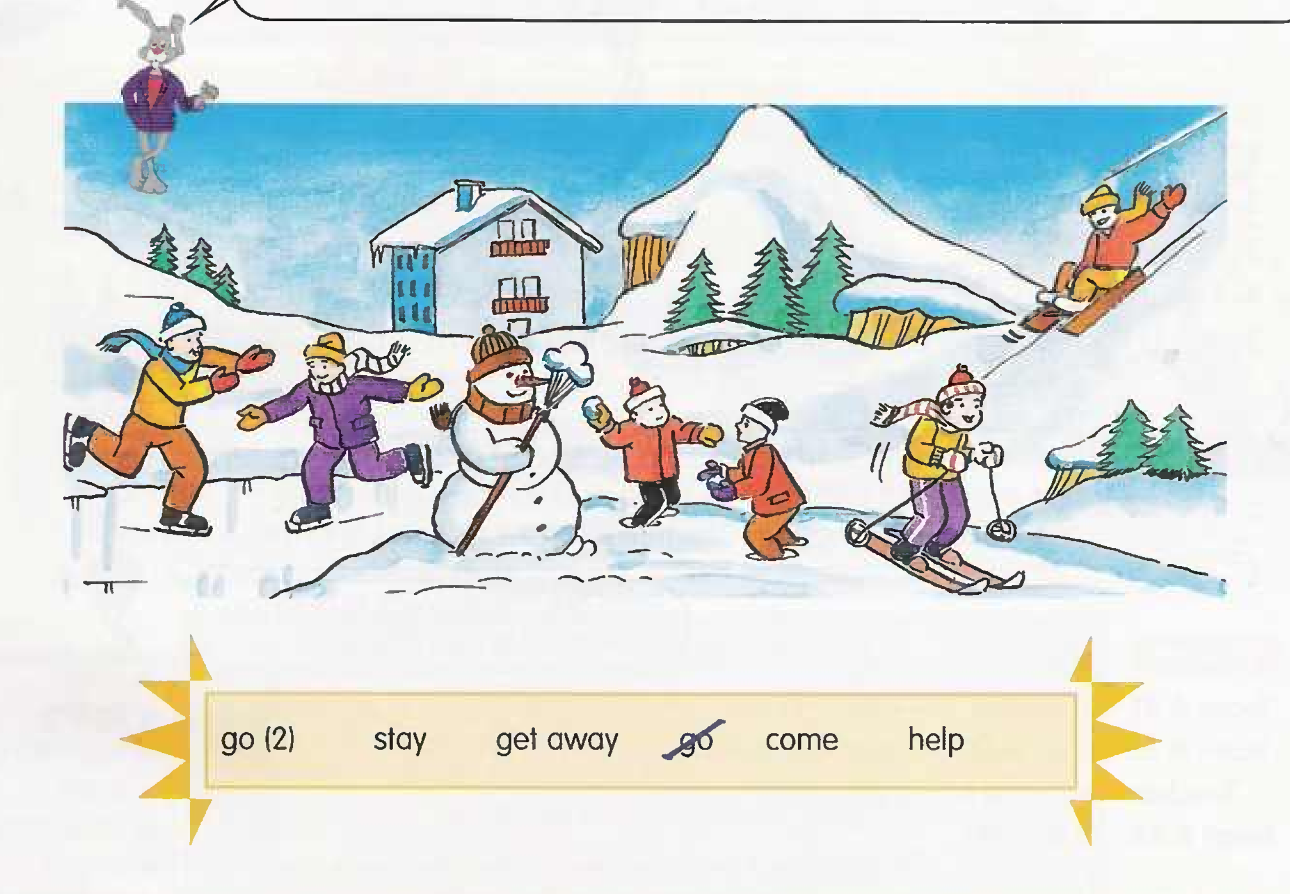
move	cry	~~loan~~	use	know	come	arrive	do



1. He promised ...to loan...... me some money.
2. Some students forgot .... their assignments on time.
3. I started .... when I heard the beautiful poem.
4. I want .... the truth. Did you really enjoy the play?
5. We decided .... to another city because my father wanted a new job.
6. There was a lot of traffic on the highway, but I managed ....at the conference on time.
7. I have a good computer, but I haven't learned how ....it yet.
8. Do you promise .... on time?

Exercise 6

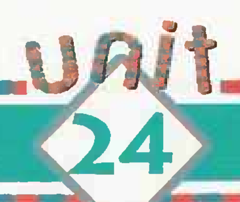
Read the story and fill in the blanks with the correct form of the verbs in the box.



go (2)	stay	get away	~~go~~	come	help

Last February, my father and I decided ..to go... on a vacation. We wanted .... from Istanbul, breathe some fresh air, and relax. My father and I agreed .... to a ski resort, but my mother did not want .... with us. She wanted .... at home.

My father and I decided .... to Uludag, a well-known ski resort near Bursa. My father phoned several travel agencies, but there weren't any vacancies at Uludag. One travel agent tried .... us. He suggested going to Erciyes near Kayseri. At first my father didn't want .... there because it was so far from Istanbul, but he eventually accepted because he didn't want me to be disappointed. We stayed in Erciyes for a week and enjoyed our holiday very much.



Unit 24 Conjunctions

A

We use and to join two things, but to express contrast, and or to express a choice of two or more things.



They went sightseeing and shopping yesterday.
I play football, but I don't play tennis.
Do the children want to play in the house or in the yard?

Exercise 1 Complete the sentences.

1. I would like to eat some chicken and . . .
2. He was here an hour ago, but . . .
3. Celal will go to Antalya or . . .
4. Nick can't play chess, but . . .
5. Did George call you or . . .
6. They washed the dishes and . . .
7. Kamil is busy today, but . . .
8. Do you want to sleep or . . .

a. to Adana on the weekend.
b. he can help you tomorrow.
c. he can play checkers.
d. he left.
e. listened to the news on the radio.
f. watch TV?
g. drink some orange juice.
h. visit you yesterday?

Activity 1 Form two teams. Make up incomplete sentences with **and**, **but**, or **or**, and let the other team complete them. Each sensible, correct answer is worth one point. The team with the higher score wins.

Example

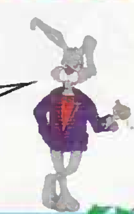
Team A S1: Donald bought a kilo of potatoes, but . . .
Team B S1: Donald bought a kilo of potatoes, but he didn't buy any onions.
Teacher: That's a correct sentence! Team B gets one point.
Team A S2: I am going to take a walk in the park and . . .





Activity 2

Work in pairs. Write your plans for the weekend on the calendar. Then compare your plans with your partner's and write down the similarities or differences. Use conjunctions.



CALENDAR	
Saturday	**Sunday**
play basketball	

Example

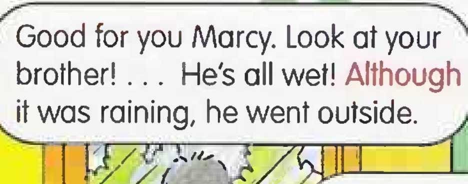
A: What are your plans for Saturday?

B: I'm going to play volleyball and . . .

I'm going to play basketball but my partner is going to play volleyball on Saturday...

B

We use **so** to express the result of a previous action, **because** to express the cause of an action, and **although** to express contrast.



Tom broke the vase, **so** he's upset.
Tom is upset **because** he broke the vase.
Tom is not upset **although** he broke the vase.



Note Clauses with **because** and **although** may come at the beginning or at the end of the sentence, but clauses with **so** come at the end of the sentence only.

Because Tom broke the vase, he is upset.
Although Tom broke the vase, he is not upset.



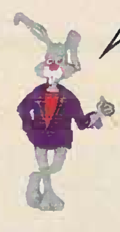
Exercise 2

Join the sentences using **so**, **because**, or **although**.

1. John has to study harder. He's not getting good grades in math.
   John has to study harder because he is not getting good grades in math.
2. It was late at night. Metin was reading his new book.
   ....
3. They were by the ocean. They went swimming.
   ....
4. They didn't go outside. It was raining hard.
   ....
5. I couldn't find Ozlen. I left a message at her office.
   ....
6. Ed buys expensive clothes. He doesn't have much money.
   ....

Activity 3

Form two teams. Make up simple sentences and let the other team change them into complex sentences by using **so**, **because**, or **although**. Each sensible, correct complex sentence is worth one point. The team with the higher score wins.



Example

Team A S1: Robert needed some money.

Team B S1: Robert needed some money, so he asked me to lend him some.

Teacher: That's correct! One point for team B. Now it's team B's turn to make up a simple sentence.





We use not only . . . but also to express two choices, both . . . and to link two things together, either . . . or to express two positive alternatives, and neither . . . nor to express two negative alternatives.



Vince not only knows Italian but also Spanish.
Both Brian and Yakup will have a holiday soon.
I will have either coffee or tea.
They ate neither the soup nor the salad.

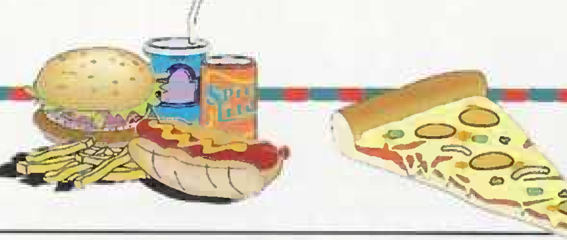
Note

1. When two subjects are connected by not only . . . but also, either . . . or, and neither . . . nor, the subject that is closer to the verb determines whether the verb is singular or plural.
   Not only my brother but also my cousins like football.
2. The verb is always plural in sentences with both . . . and.
   Both Ali and Mehmet are students.

Exercise 3

Join the sentences with not only . . . but also, both . . . and, either . . . or, or neither . . . nor to make a new sentence.

1. Jeff broke the window. He broke the vase.
   Jeff not only broke the window but he also broke the vase.
2. Cemal went abroad last week. Celil went abroad last week.
   ....
3. John has the flu. Terry has the flu.
   ....
4. Peter can sing. He can play the piano.
   ....
5. They may come tomorrow. They may come the day after tomorrow.
   ....
6. Paula didn't lose her camera at the picnic area. She didn't lose her ball at the picnic area.
   ....

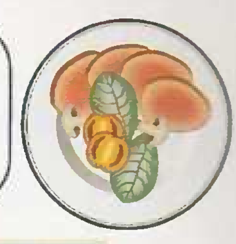




Activity 4



Work in pairs. Check the kinds of food you like on the chart. Then ask your partner what types of food he/she likes. Compare your likes and dislikes and write down the similarities and differences. Use **not only . . . but also**, **both . . . and**, **either . . . or**, or **neither . . . nor**.



Types of Food	Lamb	Beef	Chicken	Fish	Macaroni	Rice	Potatoes	Carrots	Spinach	Broccoli
You	✔		✔							
Your Partner										

I like not only lamb but also chicken. My partner likes neither lamb nor chicken....

....

....

....

....

....

Activity 5

Form two teams. Think of two nouns and ask a general question about them. Each sensible answer with **not only . . . but also**, **both . . . and**, **either . . . or**, or **neither . . . nor** is worth one point. The team with the higher score wins.



Example

Team A S1: Where are Anna and Maria from?

Team B S1: Both Anna and Maria are from Spain.

Teacher: That's correct! One point for team B.

Team B S2: Are books and newspapers sold in a butcher's shop?

Team A S2: Neither books nor newspapers are sold in a butcher's shop.

Teacher: That's right! Team A gets a point too.

Follow-up



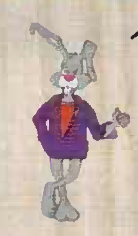
Exercise 4

Complete the sentences using the conjunctions in the box.

~~and~~	but	or	so	because	although (2)

1. Jane was listening to music ......and........... washing the dishes.
2. Ali decided to go on a picnic .... it was about to rain.
3. .... Tanya is a good student, she was able to pass the exam.
4. George missed the bus, ... he wasn't late for school.
5. Tom couldn't mail the letter .... the post office was closed.
6. I didn't feel well, ... I didn't go to work yesterday.
7. You can wait for the bus, ... you can take a taxi.

Exercise 5



Write new sentences with **both . . . and**, **either . . . or**, or **neither . . . nor**.

1. Gary has been to France and Germany before.
   Gary has been to both France and Germany...
2. I didn't see Oscar and Lois last night.
   ....
3. She doesn't like to drink coffee. She doesn't like to drink tea.
   ....
4. Omar will buy a car next year. Perhaps he will buy a house.
   ....
5. Robert will have a holiday. Chris will have a holiday.
   ....

Activity 6

Write four simple sentences on four slips of paper and give them to your teacher. Then form several teams and choose two slips each from the bunch. Take turns reading the simple sentences aloud and joining them with conjunctions. Each sensible, correct new sentence is worth one point. The team with the most points wins.

Example

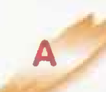
Team A: Faruk rides a bike. Veysel drives a car. . . .
Faruk rides a bike, but Veysel drives a car.

Teacher: That's right! One point for team A. Now it's team B's turn.





Unit 25 Conditional Sentences (Type 2)

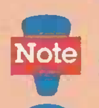


We use type 2 conditionals to express an unreal or unlikely situation in the present or in the future.



If we were at home now, we would be having a good time with our friends.

Main Clause (Would/Could/Might)	If-Clause (Simple Past Tense)
I'd solve all my country's problems	if I were the president.
We'd travel around the world	if we had a lot of money.



1. The simple past tense and would, could, and might in type 2 conditionals don't refer to past time. They refer to the present or the future.
2. We use were instead of was in the **if**-clause of a type 2 conditional sentence. Sometimes, however, in spoken English, we use was instead of were.
3. There is not a big difference in meaning between would, could, or might in type 2 conditional sentences.



Exercise 1 Complete the sentences with the correct form of the verbs in the box.



visit | have | not have | pay



1. **Simon:** Would you like to ride on the roller coaster?
   Robert: No! I wouldn't ride on the roller coaster even if you ....paid.... me a million dollars.
2. **Bob:** Are you coming with us?
   Jim: I'm afraid I can't. If I .... some free time, I would join you.
3. **Teacher:** Why isn't Muzaffer in class today?
   Student: I don't know. But I'm sure he wouldn't be absent if he .... a good reason.
4. **Ahmet:** If you went to the United States, what cities would you visit?
   Hakan: If I went to the United States, I .... San Fransisco, Portland, and Seattle.

Conditional Sentences (Type 2)

Exercise 2

Complete the sentences.

1. If you studied hard, ...you would get good grades in school...........................
2. If they took a trip to France, ...
3. If Murat had a driver's license, ...
4. If I were rich, ...
5. Mr. Cetin would stay in Istanbul if ....
6. Mrs. Harrison would feed her cat if ....
7. My father would punish me if ....
8. Jimmy wouldn't need money if ....
9. You would be sorry if ....
10. They could eat more if ....

Activity 1

You can use the topics in the box or think of others on your own.

Work in pairs. Ask and answer questions as in the example. Begin your answers with "No, but . . ."



Example

Student A: Are you hungry?

Student B: No, but if I were hungry, I would buy a snack.

Student B: Do you speak Russian?

Student A: No, but if I spoke Russian,. . .

Topics
- be/hungry
- speak/Russian
- weather hot/cold
- have a car/horse/bicycle
- be a teacher/principal
- be rich/poor
- have enough time/no time

Activity 2

Form two teams. Take turns asking and answering general questions. Each correct, sensible answer in the conditional is worth one point. The team with the higher score wins.

You can use the ideas in the box or think of others on your own.

Example

Team A S1: Why would you jump out of a window?

Team B S1: If the classroom were on fire and I couldn't get out the door, I would jump out of a window.

Teacher: That's a good answer! Team B gets one point. Now it's team B's turn to ask a question.

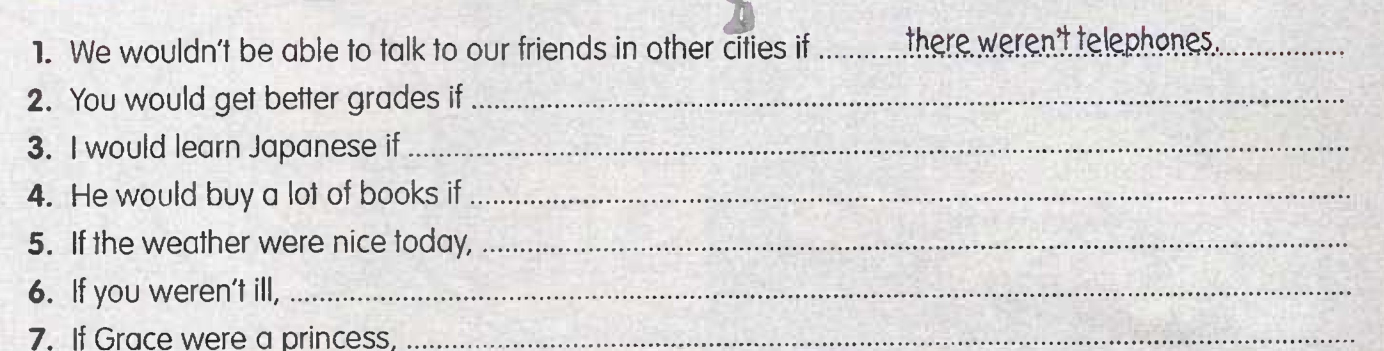
Ideas
- jump out of a window
- break a window
- drive a car fast
- jump off a cliff



Follow-up

Exercise 3

Complete the sentences.



1. We wouldn't be able to talk to our friends in other cities if ....there weren't telephones.............
2. You would get better grades if ....
3. I would learn Japanese if ....
4. He would buy a lot of books if ....
5. If the weather were nice today, ...
6. If you weren't ill, ...
7. If Grace were a princess, ...

Activity 3

Work in pairs. Answer the questions about the different situations with your partner. Write down your answers and read them aloud to the rest of the class.



What would you do . . .

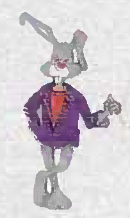
1. if you found 10 thousand dollars in a bag in the park?
2. if you saw a thief robbing a store?
3. if you were on a ship and it started to sink?
4. if you were riding on an airplane and the engines stopped suddenly?
5. if somebody stole all your money?
6. if your best friend told you a lie?
7. if you met a hungry tiger in the jungle?

Example

A: If we found ten thousand dollars in a bag in the park, we would turn it in to the police.

Activity 4

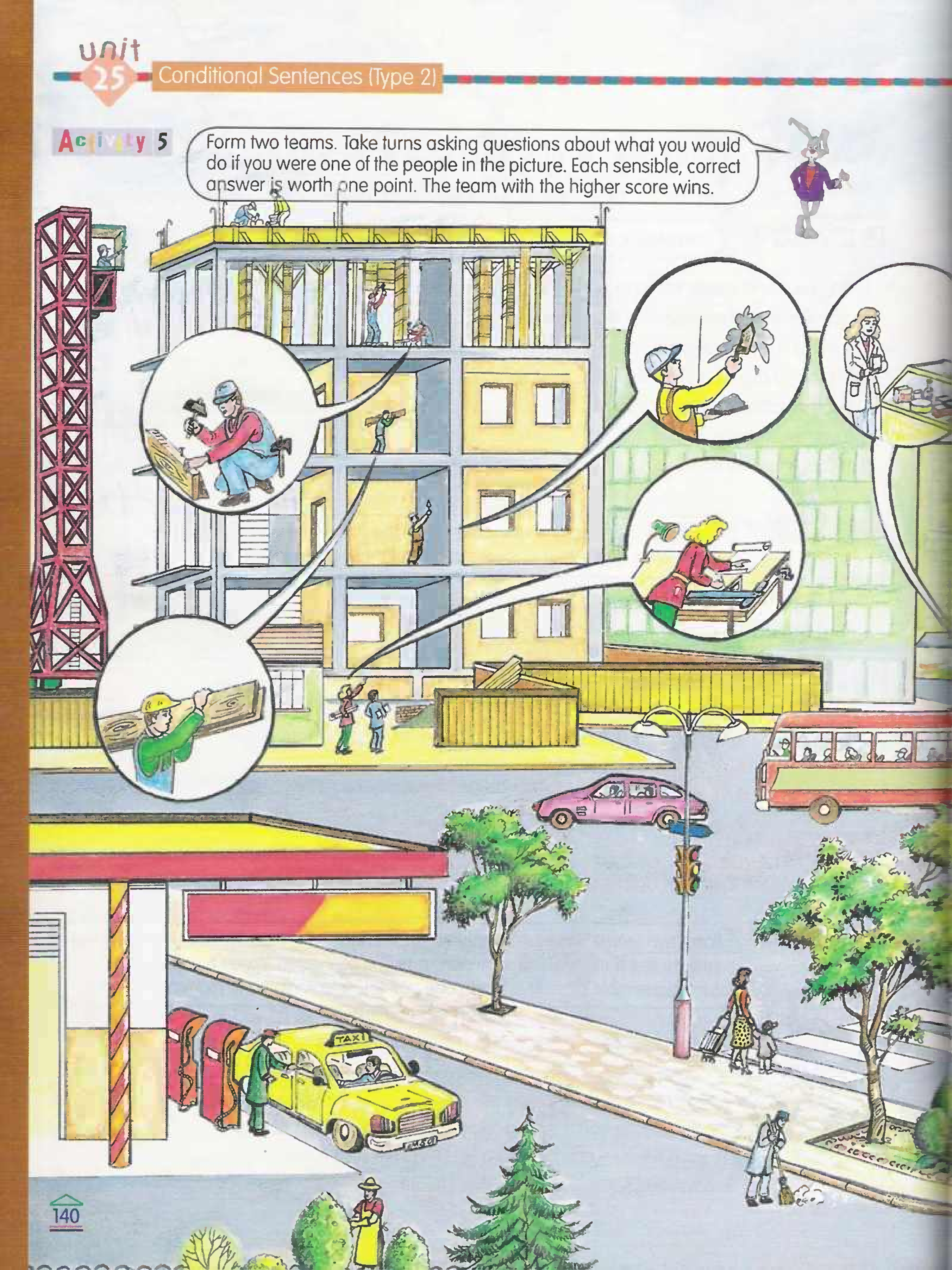
Form two teams. Take turns making conditional sentences after your teacher gives you the first **if**-clause. The sentences must be connected to one another. Each correct, sensible answer is worth one point. The team with the higher score wins.

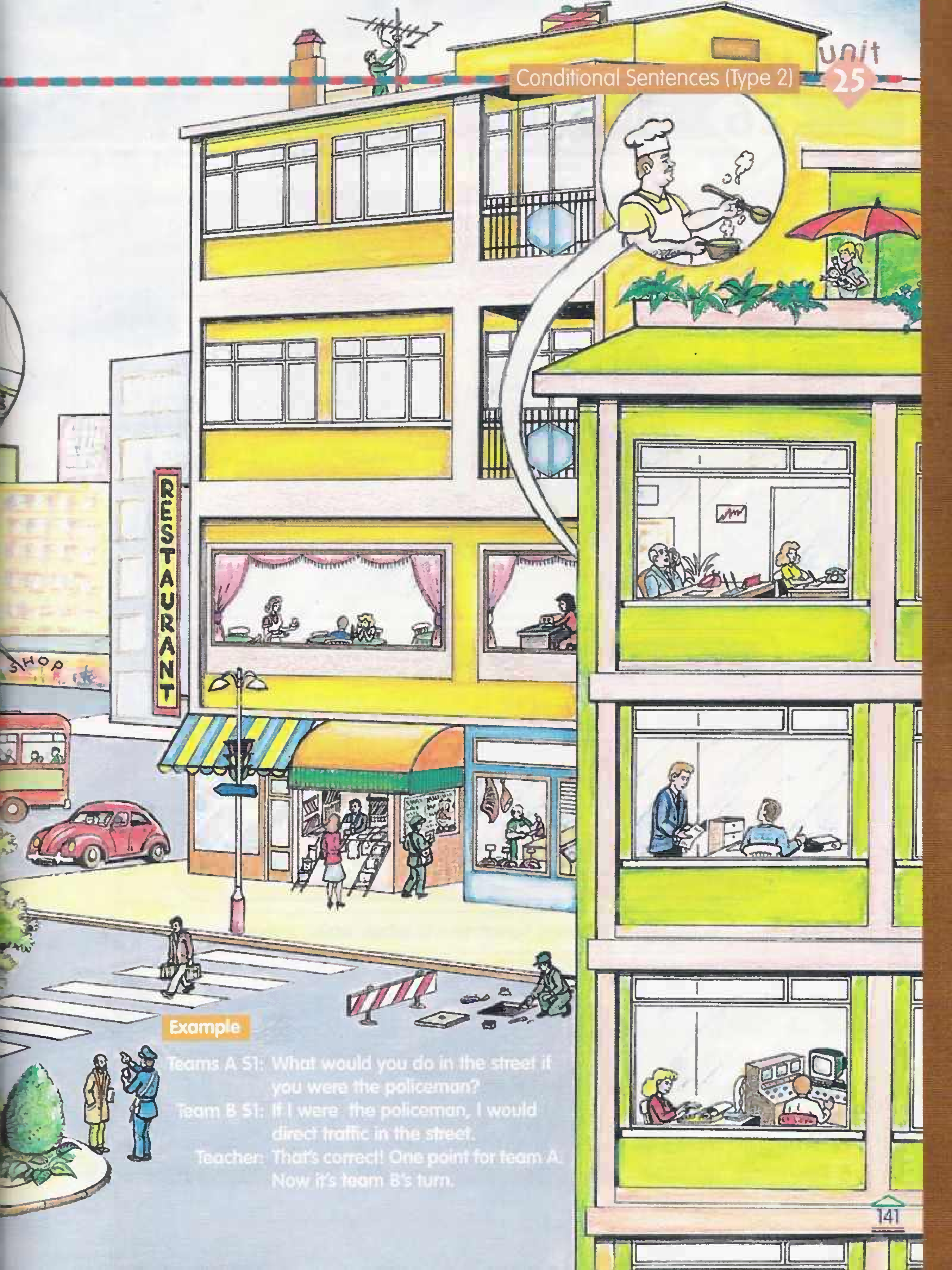


Example

Teacher: If I had a million dollars, . . .
Team A S1: If I had a million dollars, I would buy you a yacht.
Team B S1: If you bought me a yacht, I could take you sailing.
Team A S2: If you took me sailing, I might . . .

Activity 5


Form two teams. Take turns asking questions about what you would do if you were one of the people in the picture. Each sensible, correct answer is worth one point. The team with the higher score wins.
TAXI



Example

Teams A S1: What would you do in the street if you were the policeman?
Team B S1: If I were the policeman, I would direct traffic in the street.
Teacher: That's correct! One point for team A. Now it's team B's turn.



Unit 26 Time Clauses



A We use time clauses to express the time of the action in the main clause of a sentence. When . . . expresses "at what time", while . . . expresses "during the time that" (or "at the same time"), and as soon as . . . expresses "immediately after".

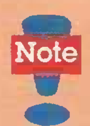
I was very tired when I arrived home last night. While I was coming in the front door, I heard a lot of noise.



As soon as I entered the living room, I knew where it was coming from. My children were playing there. Mahmut was crawling on the sofa while Emre was dancing on the carpet. Yakup was playing with pieces of a broken vase, and Emine was cutting up a newspaper.

As soon as they saw me, they stopped what they were doing and became very quiet.

Main Clause	Time Clause
I studied hard	when I was in high school.
Mark broke his leg	while he was playing football.



Note

1. When the verb in the main clause is in the future, the verb in the time clause is in the simple present.

   Tom will call us as soon as he arrives in New York.

2. We can put the time clause before or after the main clause.

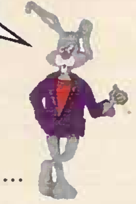
   As soon as he arrives in New York, Tom will call us.

Exercise 1 Complete the following sentences with **when**, **while**, or **as soon as**.

1. I will call you ....when...... I finish my work.
2. What were you doing .... the doorbell rang?
3. Derek saw a lot of interesting sights ....he was in Morocco.
4. Dick was studying .... Tracy was watching a detective program on TV.
5. .... you arrive at the hotel, please call me.
6. Salih broke his arm .... he fell off his bike yesterday.
7. I phoned the police .... I heard strange noises downstairs.
8. Rick dances .... he is happy.

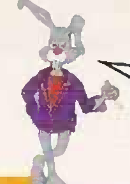
Exercise 2

Combine the sentences with **when**, **while**, or **as soon as**. Make any necessary tense changes.



1. Sam will buy a new camera. He will get his salary.
   Sam will buy a new camera as soon as he gets his salary.
2. Be quiet, boys! I am studying.
   ....
3. They were dancing. They were listening to the radio.
   ....
4. Selim will take a nap. He will go home.
   ....
5. I explained the whole story. I spoke to her.
   ....
6. He put his luggage in a locker. He arrived at the train station.
   ....

Activity 1



Work in pairs. Ask and answer questions about your primary school days. Use time clauses.

Example

A: Did you play any sports when you were in primary school?
B: Yes, I did. I used to play football and volleyball when I was in primary school. What did you do while . . . ?

Activity 2

Work in pairs. Ask and answer questions about the pictures. Use time clauses and write as many sentences as you can about what is happening in each picture.

Example

A: What is the little boy in the first picture doing?

B: He is opening a bag of potato chips while his mother is handing his father a sandwich.









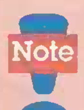
Unit 26 Time Clauses



B We use after . . . to express "at or during a time later than" and we use before . . . to express "at or during a time earlier than".



Main Clause	Time Clause
I brush my teeth	before I go to bed.
Ali always reads the morning paper	after he has breakfast.



Note Time clauses with before or after can come at the beginning or at the end of the main clause of a sentence.

After I graduate, I will find a good job in a bank.
I will find a good job in a bank after I graduate.

Exercise 3

Complete the sentences with **after** or **before**.

1. ...After..... Marcia finished high school, she went to university.
2. He left home .... he had breakfast.
3. Paul will work in a car repair shop .... he finishes his auto mechanics course.
4. I was very worried .... I found my wallet.
5. Don't forget to turn off the TV .... you go to bed.
6. I was very hungry .... I ate those potato chips.

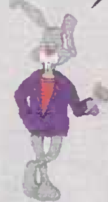
Exercise 4

Combine the sentences with **after** or **before**. Make any necessary tense changes.

1. Cindy will buy a new car. She will sell her old car.
   Cindy will buy a new car after she sells her old car.
2. He missed the bus. He had to go to work by taxi.
   ....
3. I broke my leg. I never played soccer again.
   ....
4. She wrote a shopping list. She went shopping.
   ....
5. They will be here. You will arrive.
   ....

Activity 3

Work in pairs. Ask and answer questions about what you usually do on Saturday. Use time clauses with **before** and **after**.



Example

A: What do you usually do after you get up on Saturday morning?
B: I usually have a bath after I get up . . . What do you usually do before you have breakfast on Saturday morning?
A: I usually . . .

Activity 4

Form two teams. Make up either a time clause with **before** or **after** or a main clause and let the other team complete the sentence. Each sensible, correct sentence is worth one point. The team with the higher score wins.

Example

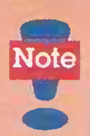
Team A S1: Jack never swims . . .
Team B S1: Jack never swims after he eats a meal.
Teacher: Good! Team B gets one point.
Team B: . . . before they have gym class.
Team A: The students change their clothes before they have gym class.
Teacher: That's correct! Team A gets a point too.



We use until . . . to express "up to the time when", and we use since . . . to express "continuously from then up to the present".



Main Clause	Time Clause
They always work in the yard	until it gets dark.
I haven't heard from him	since he left town three years ago.



Note Time clauses with until and since can come before or after the main clause of a sentence.

Until I find a cheap apartment, I'll live with my parents.
Since he came back from the army, he's never been the same.

Activity 5 Work in pairs. Ask and answer questions about your school, your studies, or your classmates. Use time clauses with **until** and **since**.

Example

A: What subjects have you done well in since you started the fifth grade?

B: I've done well in English, math, and history. . . . Until what time do you do homework in the evening?

A: I do homework until . . .



Exercise 5 Complete the sentences with **until** or **since**. Make any necessary tense changes.



1. I was writing letters ....until........ I went to bed last night.
2. Have you seen Jandos .... he bought his new motorcycle?
3. Wait .... they arrive.
4. Bora has stayed with us .... his family moved to Sivas.
5. Rex has worked in a hospital .... he left his first job.
6. He waited at the bus stop .... his bus arrived.

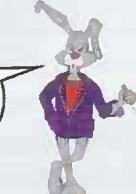
Follow-up

Exercise 6 Combine the sentences with **until** or **since**. Make any necessary tense changes.

1. They will stay in France. They'll finish their education.
   They will stay in France until they finish their education.
2. Everybody was asleep. The volcano erupted.
   ....
3. What have you done? I saw you last week.
   ....
4. They have studied geometry. They began the tenth grade.
   ....
5. Nobody knew Naim Suleymanoglu. He won a gold medal in the 1988 Olympics.
   ....



Exercise 7 Combine the sentences with **when**, **while**, **as soon as**, **after**, **before**, **until**, or **since**. Make any necessary tense changes.



1. I was very happy. I found my book.
   I was very happy when I found my book.
2. We left the classroom. The bell rang.
   ....
3. The baby was sleeping. Alice was reading a book.
   ....
4. George finished studying. He went out.
   ....
5. I finished high school last year. I have studied geography at university.
   ....
6. I had a snack. I was very hungry.
   ....
7. I waited for two hours. The bus arrived.
   ....

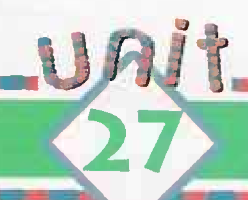
Activity 6 Form five teams of two. Tell one student from each team to leave the classroom. The rest of the class will ask the remaining students five general questions, with time clauses, about their partners. Then, the class will ask the partners the same questions when they return to the classroom. Each matching pair of answers is worth one point. The team with the highest score wins.

Example

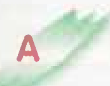
Student A: What does your partner do as soon as school is over for the day?
Team A S1: As soon as school is over for the day, my partner takes the bus home.



Student A: What do you do as soon as school is over for the day?
Team A S2: As soon as school is over for the day, I go home on the bus.
Teacher: That's a matching pair of answers! One point for team A.



Unit 27 Noun Clauses

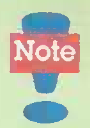


A

We use a noun clause as the subject or the object of a sentence. When we change a statement into a noun clause, we use that and omit the period.



Statement	Noun Clause	Sentence with Noun Clause
The sun rises in the east. Cats are animals.	. . . that the sun rises in the east . . . . . . that cats are animals . . .	That the sun rises in the east is a fact. Everybody knows That cats are animals.



1. When a noun clause is the subject of the main clause, it may be placed either at the beginning or at the end of the main clause. When it comes at the end of the main clause, the main clause is introduced by it.

   It is a fact that the sun rises in the east.

2. When a noun clause is the object of the main clause, that may be omitted.

   Everybody knows cats are animals.

Exercise 1 Complete the sentences using the statements in parentheses as noun clauses.

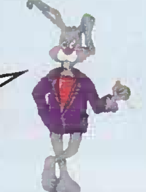
1. **A:** Did you know ....that Mustafa had an accident?.... (Mustafa had an accident.)
   B: Oh, I'm sorry to hear ....that Mustafa had an accident.
2. **A:** Didn't you know .... (I was busy today.)
   B: Yes, I knew ....
3. **A:** Was Nurdan happy to hear.. (She won the prize.)
   B: Yes, she was. But she was also surprised ....
4. **A:** Who first noticed .... (Erkan was missing.)
   B: Atakan first noticed ....
5. **A:** Does Haluk believe .... (Someone stole his wallet.)
   B: Yes, he thinks ....





Exercise 2

Combine the sentences. Change one of them into a noun clause.



1. Asim's father is seriously ill. He doesn't know it.
   Asim's father doesn't know that he is seriously ill.
2. Bulent is planning to go abroad soon. It is a secret.
   ....
3. Yuksel earned a lot of money last summer. It doesn't interest anybody.
   ....
4. Adnan went on a picnic last weekend. He is telling his friends.
   ....
5. Necmiye will be rich and help the poor one day. She hopes.
   ....

Activity 1

Let a student go outside the classroom. Then form two teams and write sentences on what you know about the student who is outside. When the student returns to the classroom, read your sentences aloud and ask him/her whether they are true or not. Each correct statement is worth one point. The team with the higher score wins.

Example

Team A: We know that he/she likes books a lot. We think that he/she usually studies for three hours a day. Everybody knows that he/she helps his/her mother at home. It is a fact that . . .

Activity 2

Form two teams. The teacher will place some cards with pictures of different items on a table in front of the class. Choose one member of your team to pick a card. Then compare the item on your card with the item on the other team's card and make sentences stating the positive points of your item and the negative points of your opponents' item. Take turns presenting arguments. The team with the most convincing argument wins.

Example

Team A: We all know that planes are faster than trains. Everybody knows that trains are slow and uncomfortable.

Team B: We think that planes are dangerous. We read in the newspaper that planes have serious accidents. Everybody knows that trains are slow but comfortable. We also know that you can see the scenery from a train window but not from a plane window.

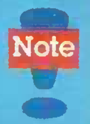
Teacher: Team B has presented a better argument. Team B wins!



B When we change a yes/no question into a noun clause, we use if or whether, put the helping verb after the subject, and omit the question mark.



Yes/No Question	Noun Clause	Sentence with Noun Clause
Can Metin swim? Will Sedef be here soon?	. . . if Metin can swim. . . . . . whether Sedef will be here soon . . .	Nobody really knows if Metin can swim. Whether Sedef will be here soon is not clear.



Note

1. We can't leave out if or whether when the noun clause is used either as the subject or as the object of the sentence.
2. Don't confuse noun clauses introduced by if with conditional clauses introduced by if.

Exercise 3

Complete the answers to the following questions. Use the questions as the noun clauses.



1. **A:** Is Bora at work today?
   B: Well, I don't know ......if Bora is at work today.................
2. **A:** Does Emin like pop music?
   B: I'm not sure ....
3. **A:** Did Gretchen go to Alex's birthday party last night?
   B: I don't care..
4. **A:** Can you come early tomorrow?
   B: I am not sure ....
5. **A:** Is Paul going to spend his holiday in Turkey?
   B: I have no idea ....

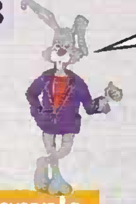


Exercise 4

Make the statements and questions into single sentences. Use the questions as the noun clauses.

1. Serdar wants to know. Does he have to work ten hours a day?
   ....Serdar wants to know if he has to work ten hours a day.........
2. Mr. Smith is asking. Do the teachers get along with the students in this school?
   ....
3. Can Mesut come with us to the theater tonight? He wants to find out.
   ....
4. Can he be a little bit late? Does it matter?
   ....
5. Is Trevor ill today? Nobody seems to know.
   ....

Activity 3



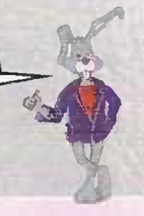
Form two teams. Ask and answer general information questions. Sensible, correct questions and answers with noun clauses are worth one point. The team with the higher score wins.

Example

Team A S1: Who tells us if the weather will be good or bad?
Team B S1: Meteorologists tell us whether we will have good or bad weather.
Teacher: One point for Team A and one point for Team B.
Team B S2: How do we find out if there is a good movie at the cinema?
Team A S2: By going to a bookstore.
Teacher: One point for team B; no point for team A.

Activity 4

Form two teams. Prepare questions and ask the other team to answer them. The team with more correct answers wins.



Example

Team A S1: When a policeman stops a car, what does he usually ask the driver?
Team B S2: The policeman usually asks the driver if he/she has a driver's license.
Teacher: Good! Team B gets one point. Now it's team B's turn to ask a question.



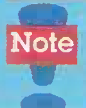
Unit 27 Noun Clauses

C

When we want to change an information question into a noun clause, we put the helping verb after the subject and omit the question mark.



Information Question	Noun Clause	Sentence with Noun Clause
Where is Aysel? When did he go?	. . . where Aysel is . . . . . . when he went . . .	Fatma knows where Aysel is. When he went is a mystery.



Note We can't leave out the question words where, when, etc. when the noun clause is used either as the subject or the object of the sentence.

Exercise 5 Complete the answers to the following questions. Use the questions as the noun clauses.

1. **A:** Where does Yakup work?
   B: Hasan knows ...where Yakup works...
2. **A:** How long has Simon been in Istanbul?
   B: Nobody knows ....
3. **A:** What did Ahmet do yesterday?
   B: I have no idea ....
4. **A:** Why is Jackie so excited?
   B: Sally wants to know ....
5. **A:** When does the flight from Frankfurt arrive?
   B: The schedule shows ....



Activity 5 Form two teams. Ask and answer questions about some common documents. Each correct answer is worth one point. The team with the higher score wins.

You can use the documents in the box or think of others on your own.

Example

Team A: What does an ID card tell you?
Team B: It tells us what a person's name and surname are. It tells us where and when that person was born.
Teacher: That's correct! Two points for team B.
Team B: What does a driver's license show?
Team A: It shows us that . . .

Documents
- identification card
- library card
- telephone card
- report card
- membership card





Exercise 6

Make the questions and statements into single sentences. Use the questions as the noun clauses.

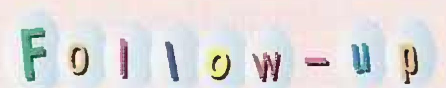
1. What does Emin's father do? Murat's father wants to know.
   ..Murat's father wants to know what Emin's father does.....
2. Why is Kate crying? The teacher is trying to find out.
   ....
3. How long will he be away? The boss needs to know.
   ....
4. The students are asking. Which books should they buy?
   ....
5. Why do you work so hard? I'd like to know.
   ....

Activity 6

Form two teams. Ask and answer general information questions. Each sensible answer with a noun clause is worth one point. The team with the higher score wins.

Example

Team A S1: What would a passenger tell a taxi driver?
Team B S1: She would tell the taxi driver where she wants to go.
Teacher: That's right! One point for team A.
Team B S2: What would a doctor tell a patient?
Team A S2: He would tell the patient what time it is.
Teacher: That's not a sensible answer. No point for team B.





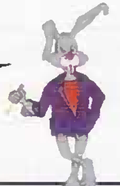
Exercise 7

Complete the sentences with the correct option.

1. Thomas wonders .... school is open tomorrow.
   ☐ that ☐ where ☑ if ☐ how
2. Does Alan know .... Scott is now?
   ☐ when ☐ if ☐ why ☐ where
3. I didn't know .... Faruk was coming back tomorrow.
   ☐ that ☐ what ☐ where ☐ who
4. It is clear .... Todd is going to win the competition.
   ☐ if ☐ that ☐ where ☐ what
5. She wants to know .... she has to work tomorrow.
   ☐ who ☐ what ☐ that ☐ if

Exercise 8

Complete the sentences with sensible words.



1. We don't know if ....there is life in Mars...........
2. .... that Kate has gone to Italy.
3. George is a student. He wants to know what ....
4. Mehmet doesn't believe that ....
5. .... why babies cry.
6. .... if tomorrow will be sunny or cloudy.

Activity 7

Work in pairs. Imagine that you are tourists in a foreign city. Make a list of things you need to know about the city and tell the rest of the class.

Example

We need to know where the bank is. We need to know what tourist attractions we can visit and where they are. We need to know if there is a post office and how we can get there.

Activity 8

Form two teams. Choose an item and make a list of what you need to know when buying it. The team that lists more sensible, correct answers wins.

You can use the items in the box or think of others on your own.

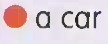
- a car
- a TV
- a camera
- a house
- an umbrella

Example

Teacher: You want to buy a car. What do you need to know?

Team A: We need to know what year the car was made. We need to know where it was made. We need to know if it is in good condition.

Teacher: Team A gets three points. Now it's team B's turn to read their list.





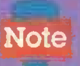
28 Indirect Speech



We use indirect speech to report what someone says. When we report a statement, we use a reporting verb (say or tell) and the noun clause form of the statement.



Direct Speech	Indirect Speech
"I will sell my car."	I am saying that I will sell my car.
Atilla: I like football.	Atilla says that he likes football.
Ebru: I want my book.	Ebru says that she wants her book.



Note

1. Pronouns, possessive adjectives, etc. may need to change in indirect speech.
2. We don't use quotation marks in indirect speech.
3. We don't change the tense of the main verb when we use the simple present, present continuous, or present perfect form of the reporting verbs in indirect speech.
4. When the reporting verb is tell, an object pronoun or noun is needed.

   Kate: I need your book. *Kate is telling me that she needs my book.*

Exercise 1

Look at the pictures and change the captions into indirect speech. Make all necessary changes.

1. Steve says he is very hungry.
2. ....
3. ....
4. ....
5. ....

I'm very hungry. — Steve

I want to visit my grandfather. — Richard

I like listening to music. — Tom

I've been to Bangkok before. — Sue

My father doesn't like football. — Sinan

unit 28 Indirect Speech

Activity 1

Form two teams. Ask and answer "Who says what?" Each sensible, correct answer is worth one point. The team with the higher score wins.

Example

Here are some people to ask questions about. You can think of others on your own.

Team A S1: Who says "People must care about their health"?

Team B S1: Doctors say that people must care about their health.

Teacher: Good! Team B gets one point.

Team B S2: Who says "It is going to rain on the weekend"?

Team A S2: Geologists say that it is going to rain on the weekend.

Teacher: That's incorrect. Meteorologists say that it's going to rain on the weekend. No point for team A.

dentists, teachers, store clerks, bakers, car mechanics, receptionists, waiters, police officers

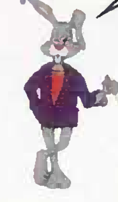


When we report a yes/no question, we use a reporting verb (ask, wonder, etc.) and the noun clause form of the yes/no question.



Direct Speech	Indirect Speech
Sami: Is George at home now?	Sami is asking if George is at home now.
Bob: Can you help me?	Bob has asked me if I can help him.
Jeff: Do they swim?	Jeff is wondering if they swim.

Exercise 2



Look at the pictures and change the captions into indirect speech. Make all necessary changes.

1. Bob is asking if he can go out.
2. ....
3. ....
4. ....
5. ....

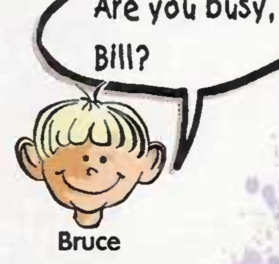












Activity 3

Form two teams. Imagine that your mother has asked you to do the housework while she goes shopping. Give her a list of things you have done when she comes home. A student from one team will play the mother of a student on the other team. He/she will ask the student what he/she has done. After answering two questions, the student must report to the teacher. Correct reports are worth two points. The team with the higher score wins.



You can use the jobs in the box or think of others on your own.

Housework

- water the plants
- iron clothes
- do the laundry
- wash the dishes
- sweep the floor
- vacuum the carpet
- dust the furniture

Example

Team A S1: Have you watered the plants?
Team B S1: Yes, I have.
Team A S1: Have you swept the floor?
Team B S1: No, I haven't.
Teacher: What has your mother asked you?
Team B S1: She has asked me if I have watered the plants. She has also asked me if I have swept the floor.
Teacher: That's right! Team B gets two points.

C When we report an information question, we use a reporting verb (ask, wonder, etc.) and the noun clause form of the information question.



Direct Speech	Indirect Speech
Bob: Where is David going?	Bob is asking where David is going.
Mesut: When are you coming, Nevin?	Mesut is asking Nevin when she is coming.
Alice: Why is Liz sad today?	Alice is wondering why Liz is sad today.

Exercise 3 Look at the pictures and change the captions into indirect speech. Make all necessary changes.

1. Jack is wondering what time it is.
2. ....
3. ....
4. ....
5. ....









Activity 3

Work in pairs. Interview your partner about what he does in his spare time and then report to the class.

Example

A: What do you do in your spare time?
B: I play football, read books, or just go for walks.
A: What kind of books do you read?
B: *I read history books and novels.*



A: I have asked him what he does in his spare time. He says that he plays football, reads books or just goes for walks. I have asked him what kind of books he reads. He says that he reads history books and novels.



When we report orders, advice, requests, offers, or warnings in indirect speech, we use a reporting verb (ask, tell, warn, advise, want, etc.) and an object pronoun (or noun) with an infinitive with to.



Direct Speech	Indirect Speech
Ron: Be quiet, Boys!	Ron is telling the boys to be quiet.
Kathy: Julie, open the window, please!	Kathy is asking Julie to open the window.

Note We can use not before to to express a negative.
Robert: Don't smoke, Jill. *Robert has advised Jill not to smoke.*

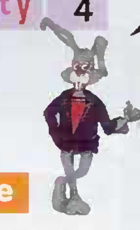
Exercise 4



Look at the pictures and change the captions into indirect speech, making any necessary changes.

1. Tony wants me to close the door.
2. ....
3. ....
4. ....
5. ....

Activity 4



Form two teams. Prepare dialogues warning or advising someone about something. Students from one team will take turns acting out a dialogue and students from the other team will take turns reporting the commands. Each correct reported statement is worth one point. The team with the higher score wins.

Example

Team A S1: Are you going out?

Team A S2: Yes, I am. Do you want me to do anything before I leave?

Team A S1: Yes. Close all the windows and turn off the lights. Lock the door and take the keys next door. Don't forget to leave the keys with the neighbor.

Team A S2: All right!

Team B S1: He told him to close all the windows and turn off the lights. He told him to lock the door and take the keys next door. He warned him not to forget to leave the keys with the neighbor.

Teacher: That's right! Team B gets three points.

Follow-up

Exercise 5



Choose the correct option.

1. Terri has asked Janet .... she saw Karen yesterday.
   - [ ] that
   - [ ] what
   - [x] if
   - [ ] who
2. I'll ask Cemil .... he can play the piano at the party.
   - [ ] if
   - [ ] that
   - [ ] where
   - [ ] when
3. Peter has told me .... he is going to visit his uncle next week.
   - [ ] who
   - [ ] when
   - [ ] if
   - [ ] that
4. Florence advised Bob not .... worry about little things.
   - [ ] if
   - [ ] to
   - [ ] that
   - [ ] why
5. They will ask you .... nationality you are.
   - [ ] that
   - [ ] if
   - [ ] who
   - [ ] what

Exercise 6



Match the following to complete the sentences.



1. Chris is asking . . .	a. to help him with his homework.
2. Ted is asking Kate . . .	b. that he is going abroad.
3. Rudy is telling me . . .	c. not to make any noise.
4. *George says . . .*	d. *where Jason is.*
5. Ahmet is wondering . . .	e. if Fikri likes the book.

Activity 5

Form three teams. Students from two teams will ask and answer questions about their likes and dislikes. Students from the third team will report these questions and answers to the class. Each team will have a chance to ask and answer questions and make reports. A correct report is worth one point. The team with the higher score wins.



Example

Team A S1: Do you like swimming?
Team B S1: Yes, I do.
Team C S1: He is asking him if he likes swimming. He says he likes swimming.
Teacher: That's right. Team C gets a point.
Team B S2: How many hours do you study in the evening?
Team C S2: I study for at least two hours every evening.
Team A S2: He is asking him how many hours he studies in the evening. He says he studies at least two hours every evening.
Teacher: Good! Team A gets a point too.



Unit 29 The Past Perfect Tense



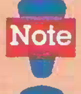
A We use the past perfect for a past action that happened earlier than another action in the past.







Question	Negative	Affirmative
Had you swum?	I had not swum.	I had swum.
Had I seen it?	You had not seen it.	You had seen it.
Had he worked?	He had not worked.	He had worked.
Had she sung?	She had not sung.	She had sung.
Had it come?	It had not come.	It had come.
Had you walked?	We had not walked.	We had walked.
Had we played?	You had not played.	You had played.
Had they waited?	They had not waited.	They had waited.



Note The contraction of had is 'd, and the contraction of had not is hadn't.
I'd swum. *I hadn't swum.*

Exercise 1 Complete the sentences with either the past perfect or the simple past of the verbs in parentheses.



1. I ..had finished.. (finish) all my homework before I .... (go) to bed last night.
2. Elizabeth .... (see) the film before, so she .... (not want) to go to the cinema with Roy.
3. When I .... (arrive) home last night, John .... already .... (leave).
4. Before I .... (receive) your letter, I .... (not understand) the situation.
5. The football game .... already .... (end) when I .... (turn on) the TV.

Exercise 2

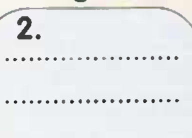
Look at the pictures and make sentences in the past perfect.

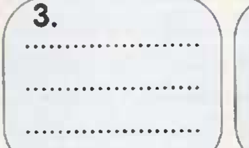




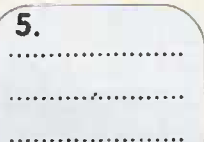


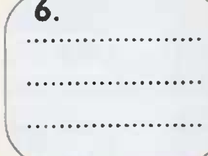

1. She had forgotten to put water in the radiator, so the car overheated.


2. ....


3. ....


4. ....


5. ....


6. ....

Exercise 3

Complete the sentences in the past perfect or the simple past.

1. Larry had already phoned us when ......you arrived......
2. .... after I had finished the house work.
3. The fox had eaten one of the chickens, but ....
4. .... and then Ibrahim called you.
5. Kevin hadn't spoken to Deanna before ....
6. .... after he had moved into his new house.

Activity 1



Form two teams. Make up pairs of short, related sentences in the simple past tense. Then let the other team combine them with a conjunction and use the past perfect in one of the clauses. Each correct new sentence is worth one point. The team with the higher score wins.

Example

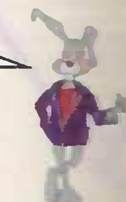
Team A: David arrived at the stadium at 7:30. The game started at 7:00.

Team B: David arrived at the stadium at 7:30, but the game had started at 7:00.

Teacher: That's correct! You get one point. Now it's team B's turn.

Activity 2

Form two teams. Take turns making up situations and letting the other team give reasons for them. Each sensible, correct reason with the past perfect is worth one point. The team with the higher score wins.



Example

Team A S1: Why was Yunus so happy this morning?

Team B S1: Yunus was very happy this morning because he had received a lot of presents for his birthday yesterday.

Teacher: That's a correct sentence! You get one point. Now it's team B's turn to ask a question.

Follow-up

Exercise 4 Complete the questions and then answer them.

1. A: Had you finished your homework before ...you went to bed last night?...
   B: ...
2. A: Who had Claire met when ...
   B: ...
3. A: Where had Osman worked before ...
   B: ...
4. A: Had you ever been to Japan before ...
   B: ...
5. A: How long had Jerry known Robert before ...
   B: ...

Exercise 5 Complete the sentences with the past perfect or the simple past of the verbs in the box.

enter	play	~~study~~	become	work	write	rise	leave	read	break

1. I ...had studied... hard at high school before I ... university.
2. Trevor ... a pilot after he ... as a navigator for ten years.
3. Semra ... ten books before she ... her term paper.
4. Before I ... my leg, I ... football for many years.
5. By the time the sun ..., we ... already ... .

Activity 3 Form two teams. Choose two students from your team to leave the classroom. They should pretend that they were together all day yesterday and discuss what they did. Then one of them will return to the classroom and answer ten questions from the opposing team about what they did. The second student will then answer the same ten questions. The pair with the most consistent answers wins the game for their team.

Example

Team A S1: Where did you meet yesterday morning?
Team B S1: We met in the park by the school.
Team A S2: After you'd met in the park, what did you do?
Team B S1: After we'd met, we took the bus downtown.
Team A S3: After you'd gotten off the bus, where . . . ?

.... ❖ ....

Team A S1: Where did you meet yesterday morning?
Team B S1: We met in the park by the school.
Team A S2: What did you do after you'd met in the park?
Team B S1: After we'd met, we . . .

Exercise 6

Read the situations and make sentences using the past perfect of the verbs in parentheses.

1. It was his first game of tennis.
   He had never played tennis before. .... (play)
2. It was his first bicycle.
   He .... (have)
3. It was my first piano lesson.
   I .... (take)
4. I was very nervous. It was my first flight.
   I .... (fly)
5. She saw snow for the first time last winter.
   She .... (see)
6. They went swimming for the first time.
   They .... (swim)
7. He ate Chinese food for the first time.
   He .... (eat)
8. He went to the circus for the first time.
   He .... (be)

Activity 4

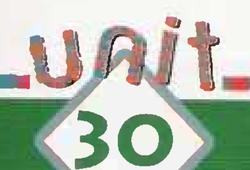
Work in pairs. Imagine that you used to go to school with Ahmet. Ten years ago, he moved to another city. You saw him again last year. Look at the pictures and write in your notebook how Ahmet had changed and what you think had probably changed in his life.

Example

Last time I saw Ahmet, he had bought a car. He had probably gotten married. He had . . .







30 The Causative



A We use the causative to express actions that are done for us by somebody else. We use make and have with an object pronoun or noun and the infinitive without to, but we use get, order, force, etc. with an object pronoun or noun and the infinitive with to.



Causative Verb	Object	Infinitive without **to**
I have	the barber	cut my hair twice a month.
She made	Andrew	repair the sink yesterday.
Causative Verb	**Object**	**Infinitive with to**
I got	Sibel	to help me prepare dinner.
The teacher ordered	me	to leave the room.

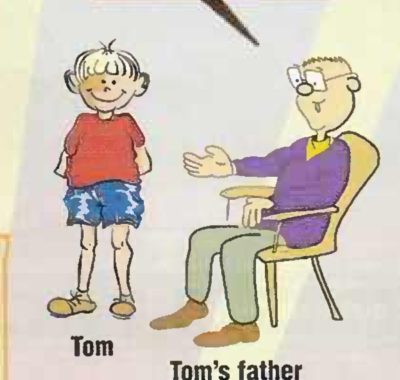
Exercise 1

Write a causative sentence with the words in parentheses.

1. I couldn't fix my bike. ......I had Gary fix it...... (have/Gary)
2. They won't paint the door. .... (get/Brent)
3. Kemal can't replace the fuse. .... (have/electrician)
4. İbrahim didn't want to do his homework. .... (make/his father)
5. George didn't build the dog house. .... (get/a carpenter)
6. Emma didn't iron the clothes. .... (get/sister)
7. Mark didn't stop his car at the red light. .... (order/police officer)

Exercise 2 Look at what Tom's father said. Then create causative sentences with **make**.

Brush your teeth.
Eat your spinach.
Wash the car.
Wash the dishes.
Make your bed.
Clean up your room.
Do your homework before you watch TV.



1. Tom's father made him do all his homework before he watched TV.
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

Activity 1 Form two teams. Ask and answer questions about getting people to do different things. The team with more correct answers wins.

Example

Team A: Who can we get to check our blood pressure?
Team B: You can get a doctor to check your blood pressure.
Teacher: Good! You get one point.
Team B: Who can we have repair our car?
Team A: You can have a mechanic repair your car.
Teacher: That's correct. You get one point too.

Activity 2 Form two teams. Ask and answer questions about what makes you feel certain emotions or do certain things.

Example

Team A S1: What makes you angry?
Team B S1: Bullies make me angry.
Teacher: Good! One point for Team B.
Team B S1: What makes you laugh?
Team A S1: Jokes make me laugh.
Teacher: That's right! One point for Team A.

Here are some words to ask questions about. You can think of others on your own.

sad nervous angry
happy bored frightened
laugh cry worry



We use have or get with an object pronoun or noun and the past participle form of a verb in the causative.



Causative Verb	Object	Past Participle
Hasan is having	his house	painted.
They had	the book	translated into English.
He got	his TV	repaired at last.

Exercise 3

What are these people having done?



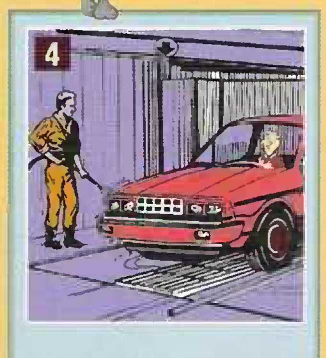
The woman is having her dress cleaned.



....



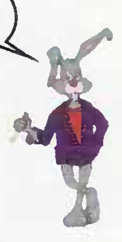
....



....

Exercise 4

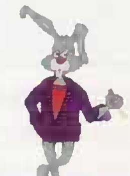
Complete the sentences in the causative with the words in parentheses.



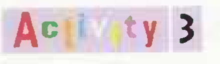
1. The Smiths are going to ....have a new house built.......... (a new house/build)
2. Did you .... (your letter/type)
3. I haven't .... (my suit/iron)
4. Tom couldn't .... (his watch/fix)
5. George will .... (a new shirt/make)

Exercise 5

Match the sentences.



1. The radio fell off the table and broke.	**a.** I am having it cleaned.
2. I spilled ketchup on my suit.	**b.** I have had it painted.
3. I didn't like the color of the living room.	**c.** I will get it fixed tomorrow.
4. Ann's car ran out of gas.	**d.** I am getting it shortened.
5. The dress is too long.	**e.** She had the tank filled at the service station.



Form two teams. You want to design a new classroom. Write down your proposals and read them aloud to the rest of the class. The students will vote for the design they prefer. The team with more votes wins.



Team A: We want to have the walls painted. We want to have computers installed. We will have new pictures hung on the wall. . . .

Follow-up

Exercise 6

Choose the best alternative.



1. George has had his computer .... recently.
   - [x] repaired
   - [ ] repair
   - [ ] to repair
2. Tina has a dentist .... her teeth every month.
   - [ ] examined
   - [ ] examine
   - [ ] to examine
3. Didn't you get your shirt .... this morning?
   - [ ] ironed
   - [ ] iron
   - [ ] to iron
4. I'm going to make Ron .... my car tomorrow.
   - [ ] polished
   - [ ] polish
   - [ ] to polish
5. Orhan got his friend .... his homework.
   - [ ] done
   - [ ] do
   - [ ] to do



Exercise 7

Your family is moving. Your new house needs to have a lot done to it. Look at the list of repairs. Make sentences in the causative about what you need to have done (x) and what you have already had done (✓).



1. We need to have the roof repaired.
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

Repair List	
repair the roof	X
check the electrical wiring	✓
install a toilet	✓
paint the bathroom	X
tile the kitchen floor	✓
install a new stove	✓
make curtains	X
fix the kitchen sink	✓

Activity 4



Form two teams. Write sentences about what your teachers, parents, or friends had your team members do last week. You get a point for each sensible, correct causative sentence. The team with the higher score wins.

Example

Team A: The math teacher had John do his homework again. Sally's father got her to wash his car. The geography teacher had us write a composition about wildlife . . . .

Speed Up GRAMMAR 2

A practice book specially designed for secondary school learners

- Clear, simple grammar explanations
- Instructive, enjoyable activities
- Vivid, eye-catching illustrations
- Creative, appealing design
- Suitable for both self-study and class work

ISBN 975-577-016-X

